2018 Teaching and Learning International Survey   
(TALIS 2018) Main Study Recruitment and Field Test

OMB# 1850-0888 v.4

Appendix B

TALIS School and Teacher Questionnaires

July 2016

School Questionnaire........................................................................................................ 2

Teacher Questionnaire...................................................................................................... 34

NOTE: In each questionnaire text is treated with different colors or shading to indicate changes. Yellow shaded text indicates text requiring national adaptation. Blue text indicates new items or wording for the 2018 version of the questionnaires. Grey shading indicates a U.S. national item that is being proposed for the U.S. version of the respective questionnaire.

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|  | [Placeholder for identification label] (105 x 35 mm) |
| Organisation for Economic Co-operation and Development (OECD)  Teaching and Learning International Survey (TALIS) 2018 | |
| Principal Questionnaire  [<ISCED 2011 level x> or PISA schools] | |
| Pilot Version (03 May 2016)  [International English, UK Spelling]  DO NOT CITE OR CIRCULATE  The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts the Teaching and Learning International Survey (TALIS) in the United States as authorized by the Education Sciences Reform Act of 2002 (20 U.S.C., § 9543). Your responses are protected by federal statute (20 U.S.C., § 9573) and may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.  According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary survey is 1850-0888. The time required to complete this survey is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.  OMB No. 1850-0888, Approval Expires xx/xx/2019 | |
| [National Project Information] | |
| International Project Consortium:  International Association for the Evaluation of Educational Achievement (IEA), The Netherlands  IEA Data Processing and Research Center (IEA DPC), Germany  Australian Council for Educational Research (ACER), Australia  Statistics Canada, Canada | |

About TALIS 2018

The third Teaching and Learning International Survey (TALIS 2018) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD) and [Name of country], along with more than 40 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers’ work and the feedback and recognition they receive about their work; and various other workplace issues such as school leadership and school climate.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C., § 9573). While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

About the Questionnaire

This questionnaire asks for information about school education and policy matters.

The person who completes this questionnaire should be the principal of this school. If you do not have the information to answer particular questions, please consult other persons in this school.

This questionnaire should take approximately 30 to 45 minutes to complete.

<When questions refer to 'this school' we mean by 'school': national school definition.>

Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.

When you have completed this questionnaire, please [national return procedures and date].

When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: [National centre contact information, phone number and preferably e-mail address]

**Your answers will be combined with answers from other schools to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law**

**[Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].**

Thank you very much for your participation!

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|  | Personal Background Information |

These questions are about you, your education and your position as school principal. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

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|  | Are you female or male? | |
|  | 1 | Female |
|  | 2 | Male |

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|  | How old are you? | |
|  | Please write a number. | |
|  |  | Years |

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| --- | --- | --- |
|  | What is the highest level of formal education you have completed? | |
|  | Please mark one choice. | |
|  | 1 | Below <ISCED 2011 Level 3> |
|  | 2 | <ISCED 2011 Level 3> |
|  | 3 | <ISCED 2011 Level 4> |
|  | 4 | <ISCED 2011 Level 5> |
|  | 5 | <ISCED 2011 Level 6> |
|  | 6 | <ISCED 2011 Level 7> |
|  | 7 | <ISCED 2011 Level 8> |

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|  | How many years of work experience do you have regardless of whether you worked part-time or full-time? | | |
|  | Do not include any extended periods of leave such as maternity/paternity leave.  Please write a number in each row. Write 0 (zero) if none.  Please round up to whole years. | | |
|  | a) |  | Year(s) working as a principal at this school |
|  | b) |  | Year(s) working as a principal in total |
|  | c) |  | Year(s) working in other school management roles (do not include years working as a principal) |
|  | d) |  | Year(s) working as a teacher in total (include any years of teaching) |
|  | e) |  | Year(s) working in other jobs |

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|  | What is your current employment status in terms of working hours as a principal? | |
|  | Please mark one choice. | |
|  | 1 | Full-time (more than 90% of full-time hours) without teaching obligation |
|  | 2 | Full-time (more than 90% of full-time hours) with teaching obligation |
|  | 3 | Part-time (up to 90% of full-time hours) without teaching obligation |
|  | 4 | Part-time (up to 90% of full-time hours) with teaching obligation |

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|  | Did the formal <education and training> you completed include the following and, if yes, was this before or after you took up a position as principal? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Before | After | Before and after | Never |
|  | a) | School administration or principal training programme or course | 1 | 2 | 3 | 4 |
|  | b) | Teacher training/education programme or course | 1 | 2 | 3 | 4 |
|  | c) | Instructional leadership training or course | 1 | 2 | 3 | 4 |

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|  | During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal? | | | |
|  | Professional development is defined as activities that aim to develop an individual’s professional skills, knowledge and expertise.  Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | Courses/workshops on subject matter, teaching methods or pedagogical topics (e.g. fostering social skills) | 1 | 2 |
|  | b) | Courses/workshops on leadership | 1 | 2 |
|  | c) | Online professional development courses/seminars | 1 | 2 |
|  | d) | Education conferences where teachers and/or researchers present/discuss their research | 1 | 2 |
|  | e) | Formal qualification programme (e.g. a degree programme) | 1 | 2 |
|  | f) | Peer and/or self observation and coaching as part of a formal arrangement | 1 | 2 |
|  | g) | Mentoring as part of a formal arrangement | 1 | 2 |
|  | h) | Participation in a network of principals formed for the professional development of principals | 1 | 2 |
|  | i) | Individual or collaborative research on a topic of interest to you professionally | 1 | 2 |
|  | j) | Reading professional literature | 1 | 2 |
|  | k) | Engaging in professional dialogue with colleagues about how to improve your leadership | 1 | 2 |
|  | l) | Other, please specify | 1 | 2 |
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|  | For each of the areas listed below, please indicate the degree to which you currently need professional development. | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | No need at present | Low level of need | Moderate level of need | High level of need |
|  | a) | Knowledge and understanding of new developments in leadership research and theory | 1 | 2 | 3 | 4 |
|  | b) | Knowledge and understanding of current national policies on education | 1 | 2 | 3 | 4 |
|  | c) | Systematically using student and school data for improving the quality of the school (e.g. attainment data, feedback data from students, teachers and parents) | 1 | 2 | 3 | 4 |
|  | d) | Designing the school curriculum | 1 | 2 | 3 | 4 |
|  | e) | Designing effective professional development for teachers | 1 | 2 | 3 | 4 |
|  | f) | Effectively collaborating with community organisations | 1 | 2 | 3 | 4 |
|  | g) | Effectively collaborating with other schools and principals | 1 | 2 | 3 | 4 |
|  | h) | Redesigning organisational school structures | 1 | 2 | 3 | 4 |
|  | i) | Encouraging teachers to take part in school leadership | 1 | 2 | 3 | 4 |
|  | j) | Observing classroom instruction and providing effective feedback | 1 | 2 | 3 | 4 |
|  | k) | Promote equity and diversity | 1 | 2 | 3 | 4 |
|  | l) | Developing collaboration among teachers | 1 | 2 | 3 | 4 |
|  | m) | Human Resource Management | 1 | 2 | 3 | 4 |
|  | n) | Financial Management | 1 | 2 | 3 | 4 |
|  | o) | Other, please specify | 1 | 2 | 3 | 4 |
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|  | | How strongly do you agree or disagree that the following present barriers to your participation in professional development? | | | | | | |
|  | | Please mark one choice in each row. | | | | | | |
|  | |  | | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | | a) | | I do not have the pre-requisites (e.g. qualifications, experience, seniority). | 1 | 2 | 3 | 4 |
|  | | b) | | Professional development is too expensive/unaffordable. | 1 | 2 | 3 | 4 |
|  | | c) | | There is a lack of employer support. | 1 | 2 | 3 | 4 |
|  | | d) | | Professional development conflicts with my work schedule. | 1 | 2 | 3 | 4 |
|  | | e) | | I do not have time because of family responsibilities. | 1 | 2 | 3 | 4 |
|  | | f) | | There is no relevant professional development offered. | 1 | 2 | 3 | 4 |
|  | | g) | | There are no incentives for participating in such activities. | 1 | 2 | 3 | 4 |
|  | | h) | | The professional development offered is of poor qualty. | 1 | 2 | 3 | 4 |
|  | | i) | | Professional development is not really accessible to me. | 1 | 2 | 3 | 4 |
|  | | School Background Information | | | | | |

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|  | Which best describes this school’s location? | |
|  | Please mark one choice. | |
|  | 1 | [A village, hamlet or rural area] (up to 3000 people) |
|  | 2 | [Small town] (3,001 to 15,000 people) |
|  | 3 | [Town] (15,001 to 100,000 people) |
|  | 4 | [City] (100,001 to 1,000,000 people) |
|  | 5 | [Large city] (more than 1,000,000 people) |

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|  | About what percentage of your total funding for a typical school year comes from the following sources? | | | |
|  | Please enter a number in each row.  Write 0 (Zero) if none. | | | |
|  | a) |  | % | <Government> (includings departments, municipal, local, regional, state, national and supranational levels) |
|  | b) |  | % | Student fees or school charges paid by parents |
|  | c) |  | % | Benefactors, donations, bequests, sponsorships, parent fundraising |
|  | d) |  | % | Other |

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|  | Is this school publicly- or privately-managed? | |
|  | Please mark one choice. | |
|  | 1 | Publicly-managed  *This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise.* |
|  | 2 | Privately-managed  *This is a school managed by a non-government organisation; e.g. a [church,] trade union, business or other private institution.* |

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|  | For each type of position listed below, please indicate the number of staff (head count) currently working in this school. | | |
|  | Staff may fall into multiple categories.  Please write a number in each row. Write 0 (zero) if there are none. | | |
|  | a) |  | Teachers, irrespective of the grades/ages they teach  *Those whose main professional activity at this school is the provision of instruction to students* |
|  | b) |  | Personnel for pedagogical support, irrespective of the grades/ages they support  *Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists [and nurses]* |
|  | c) |  | School administrative personnel  *Including receptionists, secretaries, and administration assistants* |
|  | d) |  | School management personnel  *Including principals, assistant principals, and other management staff whose main activity is management* |
|  | e) |  | Other staff |

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|  | Please indicate the number of staff (head count) in this school for each of the categories below. | | |
|  | Please write a number in each row. Write 0 (zero) if none.  Please include part-time staff or staff that arrived during the year.  Count staff members who leave or begin work for any reason, including retirement, maternity/paternity leave, and temporary teaching. | | |
|  | a) |  | Teachers who began work at this school in the last 12 months |
|  | b) |  | Teachers who no longer work at this school in the last 12 months |
|  | c) |  | School management team members who no longer work at this school in the last 12 months (e.g. principals, <vice/deputy principals>) |
|  | d) |  | Teachers absent on the most recent Monday when school was in session |
|  | e) |  | Teachers absent for professional development activities on the most recent Monday when school was in session |

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|  | Are the following <ISCED 2011 levels> and/or programmes taught in this school and, if yes, are there other schools in your location that compete for students at that level and/or programme? | | | | | | |
|  | Please indicate ‘Yes’ or ‘No’ in part (A) for each of the levels and/or programmes listed below.  If ‘Yes’ in part (A), please indicate in part (B) the number of other schools in this location that compete for your students. | | | | | | |
|  |  | | (A)  Level/programme taught | | (B)  Competition | | |
|  |  | | Yes | No | Two or more other schools | One other school | No other schools |
|  | a) | <ISCED 2011 Level 0> | 1 | 2 | 1 | 2 | 3 |
|  | b) | <ISCED 2011 Level 1> | 1 | 2 | 1 | 2 | 3 |
|  | c) | <ISCED 2011 Level 2> | 1 | 2 | 1 | 2 | 3 |
|  | d) | <ISCED 2011 Level 3> general education programmes | 1 | 2 | 1 | 2 | 3 |
|  | e) | <ISCED 2011 Level 3> vocational or technical education programmes | 1 | 2 | 1 | 2 | 3 |

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|  | What is the current school enrolment, i.e. the number of students of all grades/ages in this school? | |
|  | Please write a number. | |
|  |  | Students |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Please estimate the broad percentage of [<ISCED level x> or 15-year-old] students in this school who have the following characteristics. | | | | | | |
|  | <Special need students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]>  <‘Socioeconomically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.>  Students may fall into multiple categories. Please mark one choice in each row. | | | | | | |
|  |  | | None | 1% to 10% | 11% to 30% | 31% to 60% | More than 60% |
|  | a) | Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these languages(s) | 1 | 2 | 3 | 4 | 5 |
|  | b) | Students with special needs | 1 | 2 | 3 | 4 | 5 |
|  | c) | Students from socioeconomically disadvantaged homes | 1 | 2 | 3 | 4 | 5 |

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|  | School Leadership |

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|  | Do you have a school management team? | |
|  | ‘School management team’ refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.  Please mark one choice. | |
|  | 1 | Yes |
|  | 2 | No 🡪 Please go to Question [20]. |

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|  | Are the following currently represented on your school management team? | | | | |
|  | Please mark one choice in each row. | | | | |
|  |  | | Yes | No | Not applicable |
|  | a) | You, as principal | 1 | 2 | 3 |
|  | b) | [Vice/deputy principal or assistant principal] | 1 | 2 | 3 |
|  | c) | Financial manager | 1 | 2 | 3 |
|  | d) | Department heads | 1 | 2 | 3 |
|  | e) | Teachers | 1 | 2 | 3 |
|  | f) | Representatives from school <governing boards> | 1 | 2 | 3 |
|  | g) | Parents or guardians | 1 | 2 | 3 |
|  | h) | Students | 1 | 2 | 3 |
|  | i) | Representatives of businesses, religious institutions, or other private institutions | 1 | 2 | 3 |
|  | j) | Other | 1 | 2 | 3 |

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|  | Regarding this school, who has a significant responsibility for the following tasks? | | | | | | |
|  | A ‘significant responsibility’ is one where an active role is played in decision making.  Please mark as many choices as appropriate in each row. | | | | | | |
|  |  | | You, as principal | Other members of the school manage­ment team | Teachers (not as a part of the school manage­ment team) | School <governing board> | <Local, municipality/regional, state, or national/ federal> authority |
|  | a) | Appointing or hiring teachers | 1 | 1 | 1 | 1 | 1 |
|  | b) | Dismissing or suspending teachers from employment | 1 | 1 | 1 | 1 | 1 |
|  | c) | Establishing teachers’ starting salaries, including setting payscales | 1 | 1 | 1 | 1 | 1 |
|  | d) | Determining teachers’ salary increases | 1 | 1 | 1 | 1 | 1 |
|  | e) | Deciding on budget allocations within the school | 1 | 1 | 1 | 1 | 1 |
|  | f) | Establishing student disciplinary policies and procedures | 1 | 1 | 1 | 1 | 1 |
|  | g) | Establishing student assessment policies, including <national/regional> assessments | 1 | 1 | 1 | 1 | 1 |
|  | h) | Approving students for admission to the school | 1 | 1 | 1 | 1 | 1 |
|  | i) | Choosing which learning materials are used | 1 | 1 | 1 | 1 | 1 |
|  | j) | Determining course content, including <national/regional> curricula | 1 | 1 | 1 | 1 | 1 |
|  | k) | Deciding which courses are offered | 1 | 1 | 1 | 1 | 1 |

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|  | On average throughout the school year, what percentage of time in your role as a principal do you spend on the following tasks in this school? | | | |
|  | Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none.  Please ensure that responses add up to 100%. | | | |
|  | a) |  | % | Administrative tasks and meetings  *Including, regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, regional, state, or national education officials* |
|  | b) |  | % | Leadership tasks and meetings  *Including strategic planning, leadership and management activities such as developing school improvement plans, and human resource and personnel issues such as hiring staff* |
|  | c) |  | % | Curriculum and teaching-related tasks and meetings  *Including developing curriculum, classroom observations, student evaluation, mentoring teachers, teacher professional development* |
|  | d) |  | % | Student interactions  *Including counselling and conversations outside structured learning activities, discipline* |
|  | e) |  | % | Parent or guardian interactions  *Including formal and informal interactions* |
|  | f) |  | % | Interactions with local and regional community, business and industry |
|  | g) |  | % | Extra-curricular planning and supervision |
|  | h) |  | % | Other |
|  |  | 100 | **%** | **Total** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Please indicate how frequently you engaged in the following in this school during the last 12 months. | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Never or rarely | Sometimes | Often | Very often |
|  | a) | I collaborated with teachers to solve classroom discipline problems. | 1 | 2 | 3 | 4 |
|  | b) | I observed instruction in the classroom. | 1 | 2 | 3 | 4 |
|  | c) | I provided feedback to teachers based on my observations. | 1 | 2 | 3 | 4 |
|  | d) | I took actions to support co-operation among teachers to develop new teaching practices. | 1 | 2 | 3 | 4 |
|  | e) | I took actions to ensure that teachers take responsibility for improving their teaching skills. | 1 | 2 | 3 | 4 |
|  | f) | I took actions to ensure that teachers feel responsible for their students’ learning outcomes. | 1 | 2 | 3 | 4 |
|  | g) | I provided parents or guardians with information on the school and student performance. | 1 | 2 | 3 | 4 |
|  | h) | I checked for and responded to mistakes and errors in school administrative procedures and reports. | 1 | 2 | 3 | 4 |
|  | i) | I resolved problems with the lesson timetable in this school. | 1 | 2 | 3 | 4 |
|  | j) | I collaborated with principals from other schools on challenging work tasks. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- |
|  | Please indicate whether you engaged in the following in this school during the last 12 months. | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | I used student results to develop the school’s educational goals. | 1 | 2 |
|  | b) | I worked on a professional development plan for this school. | 1 | 2 |
|  | c) | I worked on developing a vision for this school. | 1 | 2 |
|  | d) | I worked on (re)designing the curriculum of this school. | 1 | 2 |
|  | e) | I collaborated with community organisations on school improvement. | 1 | 2 |
|  | f) | I encouraged teachers to engage in joint lesson design. | 1 | 2 |
|  | g) | I collaborated with other principals on school improvement. | 1 | 2 |
|  | h) | I worked on (re)designing the structure of this school. | 1 | 2 |
|  | i) | Other, please specify | 1 | 2 |
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|  | How strongly do you agree or disagree with these statements as applied to this school? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | This school provides staff with opportunities to actively participate in school decisions. | 1 | 2 | 3 | 4 |
|  | b) | This school provides parents or guardians with opportunities to actively participate in school decisions. | 1 | 2 | 3 | 4 |
|  | c) | This school provides students with opportunities to actively participate in school decisions. | 1 | 2 | 3 | 4 |
|  | d) | I make the important decisions on my own. | 1 | 2 | 3 | 4 |
|  | e) | There is a collaborative school culture which is characterised by mutual support. | 1 | 2 | 3 | 4 |
|  | f) | This school encourages staff to propose and implement new initiatives. | 1 | 2 | 3 | 4 |
|  | g) | All teachers are involved in decision making. | 1 | 2 | 3 | 4 |

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|  | Do you have a school <governing board>? | |
|  | Please mark one choice. | |
|  | 1 | Yes |
|  | 2 | No 🡪 Please go to Question [27]. |

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|  | Are the following currently represented on this school’s <governing board>? | | | | |
|  | Please mark one choice in each row. | | | | |
|  |  | | Yes | No | Not applicable |
|  | a) | Representatives of a <local, municipality/regional, state, or national/federal> authority | 1 | 2 | 3 |
|  | b) | Members of the school management team | 1 | 2 | 3 |
|  | c) | School administrative personnel | 1 | 2 | 3 |
|  | d) | Teachers | 1 | 2 | 3 |
|  | e) | Parents or guardians | 1 | 2 | 3 |
|  | f) | Students | 1 | 2 | 3 |
|  | g) | Trade unions | 1 | 2 | 3 |
|  | h) | Representatives of business [labour market institutions, a church,] or other private institutions | 1 | 2 | 3 |
|  | i) | Other, please specify | 1 | 2 | 3 |
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|  | During this school year, does this school provide any of the following to parents or guardians? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | Workshops or courses for parents or guardians | 1 | 2 |
|  | b) | Services to support parents’ or guardians’ participation, such as providing child care | 1 | 2 |
|  | c) | Support for parental association(s) | 1 | 2 |
|  | d) | Meetings to allow parents to contribute to school management decisions | 1 | 2 |

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|  | | To what extent do the following limit your effectiveness as a principal in this school? | | | | | | |
|  | | ‘A career-based wage system’ is used when an employee’s salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.  Please mark one choice in each row. | | | | | | |
|  | |  | | | Not at all | Very little | To some extent | A lot |
|  | | a) | | Inadequate school budget and resources | 1 | 2 | 3 | 4 |
|  | | b) | | Government regulation and policy | 1 | 2 | 3 | 4 |
|  | | c) | | Teachers’ absences | 1 | 2 | 3 | 4 |
|  | | d) | | Lack of parent or guardian involvement and support | 1 | 2 | 3 | 4 |
|  | | e) | | Teachers’ career-based wage system | 1 | 2 | 3 | 4 |
|  | | f) | | Lack of opportunities and support for my own professional development | 1 | 2 | 3 | 4 |
|  | | g) | | Lack of opportunities and support for teachers’ professional development | 1 | 2 | 3 | 4 |
|  | | h) | | High workload and level of responsibilities in my job | 1 | 2 | 3 | 4 |
|  | | i) | | Lack of shared leadership with other school staff members | 1 | 2 | 3 | 4 |
|  | | j) | | Inability to recruit qualified staff in some subject areas | 1 | 2 | 3 | 4 |
|  | | Teacher Formal Appraisal | | | | | | |

In this section, ‘appraisal’ is defined as when a teacher’s work is reviewed by the principal, an external inspector or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).

|  |  |  |  |  |  |  |  |
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|  | On average, how often is each teacher formally appraised in this school by the following people? | | | | | | |
|  | Please mark one choice in each row.  If none of the response choices reflect your school’s situation, please choose the one that is closest to it. | | | | | | |
|  |  | | Never | Less than once every two years | Once every two years | Once per year | Twice or more per year |
|  | a) | You, as principal | 1 | 2 | 3 | 4 | 5 |
|  | b) | Other members of the school management team | 1 | 2 | 3 | 4 | 5 |
|  | c) | Assigned mentors | 1 | 2 | 3 | 4 | 5 |
|  | d) | Teachers (who are not part of the school management team) | 1 | 2 | 3 | 4 | 5 |
|  | e) | External individuals or bodies (e.g. inspectors, municipality representatives, districts/jurisdictions office personnel, or other persons from outside the school) | 1 | 2 | 3 | 4 | 5 |

If you answered ‘Never’ to each of the above 🡪 Please go to Question [32].

|  |  |  |  |  |  |  |  |  |
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|  | Who performs the following tasks as part of the formal appraisal of teachers’ work in this school? | | | | | | | |
|  | Please mark as many choices as appropriate in each row. | | | | | | | |
|  |  | | External individuals or bodies | You, as principal | Member(s) of school manage­ment team | Assigned mentors | Other teachers (not a part of the manage­ment team) | Not used in this school |
|  | a) | Direct observation of classroom teaching | 1 | 1 | 1 | 1 | 1 | 1 |
|  | b) | Student surveys about teaching | 1 | 1 | 1 | 1 | 1 | 1 |
|  | c) | Assessments of teachers’ content knowledge | 1 | 1 | 1 | 1 | 1 | 1 |
|  | d) | Analysis of students’ external results (e.g. national test scores) | 1 | 1 | 1 | 1 | 1 | 1 |
|  | e) | Analysis of school-based and classroom-based results (e.g. performance results, project results, test scores) | 1 | 1 | 1 | 1 | 1 | 1 |
|  | f) | Discussion of teachers’ self-assessments of their work (e.g. presentation of a portfolio assessment, analysis of teaching using video) | 1 | 1 | 1 | 1 | 1 | 1 |
|  | g) | Discussion about feedback received from parents or guardians | 1 | 1 | 1 | 1 | 1 | 1 |

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|  | | Please indicate the frequency that each of the following occurs in this school following a teacher appraisal. | | | | | | |
|  | | Please mark one choice in each row. | | | | | | |
|  | |  | | | Never | Sometimes | Most of the time | Always |
|  | | a) | | Measures to remedy any weaknesses in teaching are discussed with the teacher. | 1 | 2 | 3 | 4 |
|  | | b) | | A development or training plan is developed for each teacher. | 1 | 2 | 3 | 4 |
|  | | c) | | If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher. | 1 | 2 | 3 | 4 |
|  | | d) | | A mentor is appointed to help the teacher improve his/her teaching. | 1 | 2 | 3 | 4 |
|  | | e) | | A change in a teacher’s work responsibilities (e.g. increase or decrease in his/her teaching load. administrative/managerial responsibilities or mentor responsibilities) | 1 | 2 | 3 | 4 |
|  | | f) | | A change in a teacher’s salary or a payment of a financial bonus | 1 | 2 | 3 | 4 |
|  | | g) | | A change in the likelihood of a teacher’s career advancement | 1 | 2 | 3 | 4 |
|  | | h) | | Dismissal or non-renewal of contract | 1 | 2 | 3 | 4 |
|  | | School Climate | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about the general climate in this school, how strongly do you agree or disagree with these statements as applied to this school? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | The school staff share a common set of beliefs about teaching and learning. | 1 | 2 | 3 | 4 |
|  | b) | This school has a culture of shared responsibility for school issues. | 1 | 2 | 3 | 4 |
|  | c) | The teachers and students usually get on well with each other. | 1 | 2 | 3 | 4 |
|  | d) | The school staff enforce rules for student behaviour consistently for students throughout the school. | 1 | 2 | 3 | 4 |
|  | e) | Teachers can rely on this school’s management for professional support. | 1 | 2 | 3 | 4 |
|  | f) | As principal, I have confidence in the expertise of my school’s teachers. | 1 | 2 | 3 | 4 |
|  | g) | Even in difficult situations, teachers in this school can depend upon each other. . | 1 | 2 | 3 | 4 |
|  | h) | Teachers trust each other in this school. . | 1 | 2 | 3 | 4 |
|  | i) | The students have to be closely supervised for misbehaviour reasons. . | 1 | 2 | 3 | 4 |
|  | j) | Students can be counted on to do their work. . | 1 | 2 | 3 | 4 |
|  | k) | Teachers can count on parental support. . | 1 | 2 | 3 | 4 |
|  | l) | It is difficult to overcome cultural barriers between parents and teachers. . | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about the teachers in your school, to what extent do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | Most teachers in this school are always moving toward the development of new answers. | 1 | 2 | 3 | 4 |
|  | b) | Most teachers in this school are open to change. | 1 | 2 | 3 | 4 |
|  | c) | Most teachers in this school are always searching for new ways of looking at problems. | 1 | 2 | 3 | 4 |
|  | d) | Most teachers in this school share resources in the application of new ideas. | 1 | 2 | 3 | 4 |
|  | e) | Most teachers in this school provide practical support to each other for the application of new ideas. | 1 | 2 | 3 | 4 |
|  | f) | Teachers are encouraged to seek new ideas. | 1 | 2 | 3 | 4 |
|  | g) | Teachers are continually learning new ideas. | 1 | 2 | 3 | 4 |

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|  | Thinking about your school, to what extent do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | The school is quick to respond to changes when needed. | 1 | 2 | 3 | 4 |
|  | b) | The school management is quick to identify the need to do things differently. | 1 | 2 | 3 | 4 |
|  | c) | New ideas are readily accepted here. | 1 | 2 | 3 | 4 |
|  | d) | The school is very flexible (e.g. it can quickly change procedures to meet new conditions). | 1 | 2 | 3 | 4 |
|  | e) | Assistance in developing new ideas is readily available. | 1 | 2 | 3 | 4 |

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|  | To what extent is this school’s capacity to provide quality instruction currently hindered by any of the following issues? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | Very little | To some extent | A lot |
|  | a) | Shortage of qualified and/or [well performing] teachers | 1 | 2 | 3 | 4 |
|  | b) | Shortage of teachers with competence in teaching students with special needs | 1 | 2 | 3 | 4 |
|  | c) | Shortage of vocational teachers | 1 | 2 | 3 | 4 |
|  | d) | Shortage or inadequacy of instructional materials (e.g. textbooks) | 1 | 2 | 3 | 4 |
|  | e) | Shortage or inadequacy of computers for instruction | 1 | 2 | 3 | 4 |
|  | f) | Insufficient Internet access | 1 | 2 | 3 | 4 |
|  | g) | Shortage or inadequacy of computer software for instruction | 1 | 2 | 3 | 4 |
|  | h) | Shortage or inadequacy of library materials | 1 | 2 | 3 | 4 |
|  | i) | Shortage of support personnel | 1 | 2 | 3 | 4 |
|  | j) | Shortage or inadequacy of physical infrastructure (e.g. school buildings, heating/cooling, and lighting) | 1 | 2 | 3 | 4 |
|  | k) | Shortage or inadequacy of instructional space (e.g. classrooms) | 1 | 2 | 3 | 4 |
|  | l) | Shortage of teachers with competence in teaching students in a multilingual setting | 1 | 2 | 3 | 4 |
|  | m) | Shortage of teachers with competence in teaching students with needs due to socioeconomic disadvantage challenges | 1 | 2 | 3 | 4 |
|  | n) | Other, please specify | 1 | 2 | 3 | 4 |
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|  | To what extent do the following characterise your school? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | Very little | To some extent | A lot |
|  | a) | Teachers understand the school’s curricular goals. | 1 | 2 | 3 | 4 |
|  | b) | Teachers succeed in implementing the school’s curriculum. | 1 | 2 | 3 | 4 |
|  | c) | Teachers hold high expectations for student achievement. | 1 | 2 | 3 | 4 |
|  | d) | Parents support student achievement. | 1 | 2 | 3 | 4 |
|  | e) | Parents are involved in school activities. | 1 | 2 | 3 | 4 |
|  | f) | Students desire to do well in school. | 1 | 2 | 3 | 4 |
|  | g) | Students harass their peers who excel in school. | 1 | 2 | 3 | 4 |
|  | h) | The school co-operates with the local community. | 1 | 2 | 3 | 4 |

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|  | | In this school, how often do the following occur amongst students in your school? | | | | | | |
|  | | Please mark one choice in each row. | | | | | | |
|  | |  | | | Less than monthly | Monthly | Weekly | Daily |
|  | | a) | | Vandalism and theft | 1 | 2 | 3 | 4 |
|  | | b) | | Intimidation or bullying among students (or other forms of verbal abuse) | 1 | 2 | 3 | 4 |
|  | | c) | | Physical injury caused by violence among students | 1 | 2 | 3 | 4 |
|  | | d) | | Intimidation or verbal abuse to teachers or staff | 1 | 2 | 3 | 4 |
|  | | e) | | Use/possession of drugs and/or alcohol | 1 | 2 | 3 | 4 |
|  | | f) | | A student or parent reported to you about postings of hurtful information on the internet about students | 1 | 2 | 3 | 4 |
|  | | g) | | Reports about sharing of other students’ private information on the internet | 1 | 2 | 3 | 4 |
|  | | h) | | Reports about unwanted electronic contact among students (via texts, e-mails, gaming) | 1 | 2 | 3 | 4 |
|  | | Teacher Induction and Mentoring | | | | | | |

The following section includes questions on induction and mentoring.

‘Induction activities’ are designed to support new teachers’ introduction into the teaching profession and to support experienced teachers who are new to a school. Induction activities might be presented in formal structured programmes (for example, regular supervision by the principal, reduced teaching load, formal mentoring by experienced teachers), or they might be informally arranged as separate activtities available to support new teachers (for example, informal peer work with other new teachers, a welcome handbook for new teachers).

‘Mentoring’ is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

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|  | Do new teachers at this school have access to induction activities? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | There is a formal induction programme for new teachers. | 1 | 2 |
|  | b) | There are informal induction activities for new teachers. | 1 | 2 |

If you answered ‘No’ to a) 🡪 Please go to Question [41].

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| --- | --- | --- |
|  | Which teachers at this school are offered a formal induction programme? | |
|  | Please mark one choice. | |
|  | 1 | All teachers who are new to this school |
|  | 2 | Only teachers new to teaching |

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|  | What structures and activities are included in this formal induction programme? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | Mentoring | 1 | 2 |
|  | b) | Courses/seminars | 1 | 2 |
|  | c) | Online courses/seminars/virtual communities | 1 | 2 |
|  | d) | Scheduled meetings with principal and/or experienced colleagues | 1 | 2 |
|  | e) | Regular supervision by principal and/or experienced colleagues | 1 | 2 |
|  | f) | Networking/collaboration with other schools | 1 | 2 |
|  | g) | Team teaching with more experienced teachers | 1 | 2 |
|  | h) | Portfolios/diaries/journals | 1 | 2 |
|  | i) | Reduced teaching load | 1 | 2 |
|  | j) | General/ administrative introduction | 1 | 2 |
|  | k) | Other, please specify | 1 | 2 |
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|  | Do teachers at your school have access to a mentoring program? | |
|  | Please mark one choice. | |
|  | 1 | Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access. |
|  | 2 | Yes, all teachers who are new to this school have access. |
|  | 3 | Yes, all teachers at this school have access. |
|  | 4 | No, at present there is no access to a mentoring system for teachers in this school. 🡪 Please go to Question [45]. |

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|  | Is the mentor’s main subject field(s) the same as that of the teacher being mentored? | |
|  | Please mark one choice. | |
|  | 1 | Yes, most of the time. |
|  | 2 | Yes, sometimes. |
|  | 3 | No, rarely or never. |

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|  | How are teachers selected as mentors in this school? | | | |
|  | Please mark one choice in each row. | | | | |
|  |  | | Yes | No | |
|  | a) | They are identified through the formal school appraisal system. | 1 | 2 | |
|  | b) | They are nominated by the principal or other members of the school management team (not as part of the formal appraisal system). | 1 | 2 | |
|  | c) | They are nominated by their colleagues. | 1 | 2 | |
|  | d) | They are self-nominated. | 1 | 2 | |
|  | e) | Other, please specify. | 1 | 2 | |
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|  | | How would you generally rate the importance of mentoring for teachers and schools? | | | | | | |
|  | | Please mark one choice in each row. | | | | | | |
|  | |  | | | Not important  at all | Of low importance | Of moderate importance | Of high importance |
|  | | a) | | To improve teachers’ pedagogical competence | 1 | 2 | 3 | 4 |
|  | | b) | | To strengthen teachers’ professional identity | 1 | 2 | 3 | 4 |
|  | | c) | | To improve teachers’ collaboration with colleagues | 1 | 2 | 3 | 4 |
|  | | d) | | To support less experienced teachers in their teaching | 1 | 2 | 3 | 4 |
|  | | e) | | To expand teachers’ main subject(s) knowledge | 1 | 2 | 3 | 4 |
|  | | f) | | To assist teachers to learn about the local school context | 1 | 2 | 3 | 4 |
|  | | g) | | To improve students’ general performance | 1 | 2 | 3 | 4 |
|  | | Job Satisfaction | | | | | | |

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|  | Thinking of your career, when do you expect the following to occur? | | | | |
|  | Please mark one choice in each row. | | | | |
|  |  | | In less than 5 years | In more than 5 years | Never |
|  | a) | I would work at a different school. | 1 | 2 | 3 |
|  | b) | I would leave the teaching profession for another career. | 1 | 2 | 3 |
|  | c) | I would retire from work. | 1 | 2 | 3 |

Alternative

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| --- | --- | --- |
|  | How many years do you want to continue to be a principal? | |
|  | Please write a number. | |
|  |  | Years |

|  |  |  |
| --- | --- | --- |
|  | What will you do when you leave the principal role? | |
|  | Please mark one choice. | |
|  | 1 | Teach |
|  | 2 | Work in an education job not in a school |
|  | 3 | Work in a different job not in the education sector |
|  | 4 | Attend to family |
|  | 5 | Volunteer for unpaid community work (e.g., projects, activities, programs) |
|  | 6 | Retire from work |
|  | 7 | Other, please specify |
|  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | In your experience as a principal at this school, to what extent do the following occur? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | Very little | To some extent | A lot |
|  | a) | My school <governing board> treats me fairly. | 1 | 2 | 3 | 4 |
|  | b) | I experience stress in my work. | 1 | 2 | 3 | 4 |
|  | c) | My job prevents me from giving the time I want to my family. | 1 | 2 | 3 | 4 |
|  | d) | My job negatively impacts my mental health. | 1 | 2 | 3 | 4 |
|  | e) | My job negatively impacts my physical health. | 1 | 2 | 3 | 4 |
|  | f) | My school provides opportunities to enhance my well-being. | 1 | 2 | 3 | 4 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about your job at this school, to what extent are the following sources of stress in your work? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | Very little | To some extent | A lot |
|  | a) | Having too much teacher appraisal and feedback work to do | 1 | 2 | 3 | 4 |
|  | b) | Having too much administrative work to do (e.g. filling out forms) | 1 | 2 | 3 | 4 |
|  | c) | Having extra duties due to absent school staff | 1 | 2 | 3 | 4 |
|  | d) | Being responsible for students’ achievement | 1 | 2 | 3 | 4 |
|  | e) | Maintaining school discipline | 1 | 2 | 3 | 4 |
|  | f) | Dealing with students’ impolite behaviour | 1 | 2 | 3 | 4 |
|  | g) | Keeping up with requirements from <local, municipality/regional, state, or national/federal> authority | 1 | 2 | 3 | 4 |
|  | h) | Managing staff members | 1 | 2 | 3 | 4 |
|  | i) | Addressing parent concerns | 1 | 2 | 3 | 4 |
|  | j) | Accomodating the needs of students with special learning needs | 1 | 2 | 3 | 4 |
|  | k) | Meeting the cultural needs of students | 1 | 2 | 3 | 4 |
|  | l) | Other, please specify | 1 | 2 | 3 | 4 |
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| --- | --- | --- | --- | --- | --- | --- |
|  | We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | The advantages of this profession clearly outweigh the disadvantages. | 1 | 2 | 3 | 4 |
|  | b) | If I could decide again, I would still choose this job/position. | 1 | 2 | 3 | 4 |
|  | c) | I would like to change to another school if that were possible. | 1 | 2 | 3 | 4 |
|  | d) | I regret that I decided to become a principal. | 1 | 2 | 3 | 4 |
|  | e) | I enjoy working at this school. | 1 | 2 | 3 | 4 |
|  | f) | I wonder whether it would have been better to choose another profession. | 1 | 2 | 3 | 4 |
|  | g) | I would recommend my school as a good place to work. | 1 | 2 | 3 | 4 |
|  | h) | I think that the teaching profession is valued in society. | 1 | 2 | 3 | 4 |
|  | i) | I am satisfied with my performance in this school. | 1 | 2 | 3 | 4 |
|  | j) | All in all, I am satisfied with my job. | 1 | 2 | 3 | 4 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about your job at this school, how strongly do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree | |
|  | a) | I am satisfied with the salary I receive from my work. | 1 | 2 | 3 | 4 | |
|  | b) | Apart from my salary, I am dissatisfied with the terms of my principal contract (e.g. benefits, work schedule, calendar). | 1 | 2 | 3 | 4 | |
|  | c) | I can apply my own ideas as a leader of my school. | 1 | 2 | 3 | 4 | |
|  | d) | I am satisfied with the support that I receive from parents in this school. | 1 | 2 | 3 | 4 | |
|  | e) | I need more support from <municipal, local, regional, state, or national> authorities. | 1 | 2 | 3 | 4 | |
|  | f) | I can influence decisions that are important for my work. | 1 | 2 | 3 | 4 | |
|  | g) | I would choose to continue working at this school. | 1 | 2 | 3 | 4 | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | In your role as principal, to what extent can you effectively do the following? | | | | | | | |
|  | | Please mark one choice in each row. | | | | | | | |
|  | |  | | | Not at all | To some extent | Quite a bit | A lot | Not applicable |
|  | | a) | | Motivate staff to work effectively | 1 | 2 | 3 | 4 | 5 |
|  | | b) | | Manage and resolve conflicts between staff | 1 | 2 | 3 | 4 | 5 |
|  | | c) | | Develop a positive school climate | 1 | 2 | 3 | 4 | 5 |
|  | | d) | | Develop collaboration between the school and stakeholders (e.g. ministry, community, parents) | 1 | 2 | 3 | 4 | 5 |
|  | | e) | | Influence teaching quality | 1 | 2 | 3 | 4 | 5 |
|  | | f) | | Encourage staff to actively participate in decision making | 1 | 2 | 3 | 4 | 5 |
|  | | g) | | Manage the school effectively and efficiently | 1 | 2 | 3 | 4 | 5 |
|  | | h) | | Provide effective feedback to teachers | 1 | 2 | 3 | 4 | 5 |
|  | | i) | | Develop school improvement plans | 1 | 2 | 3 | 4 | 5 |
|  | | j) | | Monitor implementation of tasks delegated to staff | 1 | 2 | 3 | 4 | 5 |
|  | | k) | | Effectively manage my own working day | 1 | 2 | 3 | 4 | 5 |
|  | | Cultural Diversity | | | | | | | |

The following section includes questions about school policies and practices concerned with cultural diversity.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In your school, are the following practices for multicultural learning implemented? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | In my school, students learn about the histories of diverse ethnic and cultural groups that live in <country of survey>. | 1 | 2 |
|  | b) | In my school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in <country of survey>. | 1 | 2 |
|  | c) | In my school, students learn about different ethnic and cultural perspectives on historical and social events. | 1 | 2 |
|  | d) | My school supports activities or organisations that encourage student’s expression of diverse ethnic and cultural identities (e.g. artistic groups). . | 1 | 2 |
|  | e) | My school organizes multicultural events (e.g. multicultural diversity day). | 1 | 2 |
|  | f) | In my school, we celebrate festivities from other cultures. | 1 | 2 |
|  | g) | In my school we teach students how to work with students from other ethnic and cultural backgrounds. | 1 | 2 |
|  | h) | In my school we teach students how to deal with ethnic and cultural discrimination. | 1 | 2 |
|  | i) | In my school there are policies to ensure that students from all ethnic and cultural backgrounds receive a fair treatment. | 1 | 2 |
|  | j) | In my school we teach students how to deal with gender differences. | 1 | 2 |
|  | k) | In my school we have policies to avoid student discrimination based on gender. | 1 | 2 |
|  | l) | In my school we teach students how to deal with socioeconomic differences among students (children from rich and poor backgrounds). | 1 | 2 |
|  | m) | In my school we have policies how to avoid discrimination based on socioeconomic differences (children from rich and poor backgrounds). | 1 | 2 |
|  | n) | My school adopts teaching and learning practices that integrate global themes throughout the curriculum. | 1 | 2 |
|  | o) | My school adopts different approaches to multicultural education (e.g. teamwork, peer to peer learning, simulations, problem-based learning, music, art, etc.). | 1 | 2 |
|  | p) | My school adopts teaching and learning practices that use materials from multiple cultural sources throughout the curriculum. | 1 | 2 |
|  | q) | Other, please specify | 1 | 2 |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about your school, how many teachers in your school would agree in your view with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | None or almost none of them | Some of them | Many of them | All or almost all of them |
|  | a) | In the classroom, it is important to be responsive to differences in students’ cultural backgrounds. | 1 | 2 | 3 | 4 |
|  | b) | It is important for students to learn that people from other cultures can have different values. | 1 | 2 | 3 | 4 |
|  | c) | Respecting other cultures is something that children should learn as early as possible. | 1 | 2 | 3 | 4 |
|  | d) | Intercultural communication should be emphasised in teacher training. | 1 | 2 | 3 | 4 |
|  | e) | Schools should aim to support the similarities between students from different cultures. | 1 | 2 | 3 | 4 |
|  | f) | In the classroom, it is important that students of different cultures recognise the similarities that exist between them. | 1 | 2 | 3 | 4 |
|  | g) | When there are conflicts between students due to their different cultures, they should be encouraged to resolve the argument by finding common ground. | 1 | 2 | 3 | 4 |
|  | h) | Children should learn that people of different cultures often have a lot in common. | 1 | 2 | 3 | 4 |
|  | i) | In the classroom, it is important to recognise the different interests of male and female students. | 1 | 2 | 3 | 4 |
|  | j) | Students should learn how to avoid gender discrimination. | 1 | 2 | 3 | 4 |
|  | k) | Schools should encourage students from poor and rich backgrounds to work together. | 1 | 2 | 3 | 4 |
|  | l) | In the classroom, it is important to treat students from poor and rich background in the same manner. | 1 | 2 | 3 | 4 |

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]

|  |  |
| --- | --- |
|  | [Placeholder for identification label] (105 x 35 mm) |
| Organisation for Economic Co-operation and Development (OECD)  Teaching and Learning International Survey (TALIS) 2018 | |
| Teacher Questionnaire  [<ISCED 2011 level x> or PISA schools] | |
| Pilot Version (03 May 2016)  [International English, UK Spelling]  DO NOT CITE OR CIRCULATE  The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts the Teaching and Learning International Survey (TALIS) in the United States as authorized by the Education Sciences Reform Act of 2002 (20 U.S.C., § 9543). Your responses are protected by federal statute (20 U.S.C., § 9573) and may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.  According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary survey is 1850-0888. The time required to complete this survey is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.  OMB No. 1850-0888, Approval Expires xx/xx/2019 | |
| [National Project Information] | |
| International Project Consortium:  International Association for the Evaluation of Educational Achievement (IEA), The Netherlands  IEA Data Processing and Research Center (IEA DPC), Germany  Australian Council for Educational Research (ACER), Australia  Statistics Canada, Canada | |

About TALIS 2018

The third Teaching and Learning International Survey (TALIS 2018) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD) and [Name of country], along with more than 40 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers’ work and the feedback and recognition they receive about their work; and various other workplace issues such as school leadership and school climate.

In the TALIS study, it is our intention to draw a picture of the different educational practices in all the participating countries. Countries and individuals may differ in their educational approaches. We rely on your expertise to describe to us your work and opinion as accurately as possible.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C., § 9573). While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

About the Questionnaire

* <When questions refer to 'this school' we mean by 'school': national school definition.>
* This questionnaire should take approximately 45 to 60 minutes to complete.
* Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
* When you have completed this questionnaire, please [National Return Procedures and Date].
* When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details: [National centre contact information, phone number and preferably e-mail address]

**Your answers will be combined with answers from other schools to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].**

Thank you very much for your participation!

|  |  |
| --- | --- |
|  | Background Information |

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

|  |  |  |
| --- | --- | --- |
|  | Are you female or male? | |
|  | 1 | Female |
|  | 2 | Male |

|  |  |  |
| --- | --- | --- |
|  | How old are you? | |
|  | Please write a number. | |
|  |  | Years |

|  |  |  |
| --- | --- | --- |
|  | In what country were you born? | |
|  | Please mark one choice. | |
|  | 1 | <Country of survey> |
|  | 2 | <Country B> |
|  | 3 | <Country C> |
|  | 4 | <Country D> |
|  | 5 | <…> |
|  | 6 | Other, please specify |
|  |  |  |

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| --- | --- | --- |
|  | In which language(s) do you regularly read? | |
|  | Please mark as many choices as appropriate. | |
|  | 1 | <Language of instruction> |
|  | 1 | <Language B> |
|  | 1 | <Language C> |
|  | 1 | <Language D> |
|  | 1 | <…> |
|  | 1 | Other, please specify |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | What is your employment status as a teacher at this school? | |
|  | Please mark one choice. | |
|  | 1 | Permanent employment (an on-going contract with no fixed end-point before the age of retirement) |
|  | 2 | Fixed-term contract for a period of more than 1 school year |
|  | 3 | Fixed-term contract for a period of 1 school year or less |

|  |  |  |
| --- | --- | --- |
|  | In <secondary school>, how well did you do in comparison to your whole year level? | |
|  | *Please mark one choice.* | |
|  | 1 | Generally near the top of my year level. |
|  | 2 | Generally above average for my year level. |
|  | 3 | Generally about average for my year level. |
|  | 4 | Generally below average for my year level. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | What is your current employment status in terms of working hours as a teacher? | | | | | |
|  | Please consider your employment status at this school and for all of your teaching employments together.  Please mark one choice in each row. | | | | | |
|  |  |  | Full-time (more than 90% of full-time hours | Part-time (71-90% of full-time hours) | Part-time (50-70% of full-time hours) | Part-time (less than 50% of full-time hours) |
|  | a) | My employment status at this school | 1 | 2 | 3 | 4 |
|  | b) | All my teaching employments together | 1 | 2 | 3 | 4 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | How many years of work experience do you have regardless of whether you worked part or full time? | | |
|  | Please write a number in each row. Write 0 (zero) if none.  Please round up to whole years.  Do not include any extended periods of leave such as maternity/paternity leave. | | |
|  | a) |  | Year(s) working as a teacher at this school |
|  | b) |  | Year(s) working as a teacher in total |
|  | c) |  | Year(s) working in other education roles (do not include years working as a teacher) |
|  | d) |  | Year(s) working in other non-education roles |

|  |  |  |
| --- | --- | --- |
|  | Do you currently work as a teacher of [<ISCED 2011 level x>/15-year-olds] at another school? | |
|  | Please mark one choice. | |
|  | 1 | Yes |
|  | 2 | No **🡪 Please go to Question [11].** |

|  |  |  |
| --- | --- | --- |
|  | If ‘Yes’ in the previous question, please indicate in how many other schools you currently [work as a <ISCED 2011 level x> teacher/teach to 15-year-old students]. | |
|  | Please write a number. | |
|  |  | School(s) |

|  |  |  |
| --- | --- | --- |
|  | Across all your [<ISCED 2011 level x> classes/classes where most students are 15 years old] at this school, how many are special needs students? | |
|  | <Special needs students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]>  Please mark one choice. | |
|  | 1 | None |
|  | 2 | Some |
|  | 3 | Most |
|  | 4 | All |

|  |  |  |
| --- | --- | --- |
|  | What is the highest level of formal education you have completed? | |
|  | Please mark one choice. | |
|  | 1 | Below <ISCED 2011 Level 3> |
|  | 2 | <ISCED 2011 Level 3> |
|  | 3 | <ISCED 2011 Level 4> |
|  | 4 | <ISCED 2011 Level 5> |
|  | 5 | <ISCED 2011 Level 6> |
|  | 6 | <ISCED 2011 Level 7> |
|  | 7 | <ISCED 2011 Level 8> |

|  |  |  |
| --- | --- | --- |
|  | How did you receive your teaching qualifications? | |
|  | Please mark one choice. | |
|  | 1 | A <regular concurrent teacher education or training programme> |
|  | 2 | A <regular consecutive teacher education or training programme> |
|  | 3 | An <alternative pathway> |
|  | 4 | Education or training in another pedagogical profession |
|  | 5 | Subject-specific <education or training> only |
|  | 6 | I have no qualification related to the subject I am teaching or to any type of pedagogical education.**🡪 Please go to Question [15].** |
|  | 7 | Other, please specify |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | When did you complete the formal <education or training> that qualified you to teach? | |
|  | Please write in a number.  An approximate year is sufficient. | |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Which <ISCED 2011 levels> are you eligible to teach? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | <ISCED 2011 Level 0> | 1 | 2 |
|  | b) | <ISCED 2011 Level 1> | 1 | 2 |
|  | c) | <ISCED 2011 Level 2> | 1 | 2 |
|  | d) | <ISCED 2011 Level 3> general education programmes | 1 | 2 |
|  | e) | <ISCED 2011 Level 3> vocational or technical education programmes | 1 | 2 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | How important were the following for you to become a teacher? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  |  | Not important at all | Of low importance | Of moderate importance | Of high importance |
|  | a) | Teaching offered a steady career path. | 1 | 2 | 3 | 4 |
|  | b) | Teaching provided a reliable income. | 1 | 2 | 3 | 4 |
|  | c) | Teaching was a secure job. | 1 | 2 | 3 | 4 |
|  | d) | The teaching schedule (e.g. hours, holidays, part-time positions) fit with my family responsibilities. | 1 | 2 | 3 | 4 |
|  | e) | Teaching and learning is something, I am interested in. | 1 | 2 | 3 | 4 |
|  | f) | Teaching allowed me to influence the development of children. | 1 | 2 | 3 | 4 |
|  | g) | Teaching allowed me to raise the ambitions of underprivileged youth. | 1 | 2 | 3 | 4 |
|  | h) | Teaching allowed me to benefit the socially disadvantaged. | 1 | 2 | 3 | 4 |
|  | i) | Teaching allowed me to provide a contribution to society. | 1 | 2 | 3 | 4 |
|  | j) | Teaching allowed me to share my interest in subject matter with children. | 1 | 2 | 3 | 4 |
|  | k) | Other, please specify | 1 | 2 | 3 | 4 |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Was teaching your first choice as a career? | | | | | |
|  | A ‘career’ is having a paid job that you regarded as likely to form your life’s work.  Please mark one choice. | | | | | |
|  | 1 | | Yes | | | |
|  | 2 | | No | | | |
|  |  | |  | | | |
|  | Were the following elements included in your formal <education or training>? | | | | |
|  | Please mark one choice in each row. | | | | |
|  |  |  | | Yes | No |
|  | a) | Content of the subject(s) I teach | | 1 | 2 |
|  | b) | Pedagogy of the subject(s) I teach | | 1 | 2 |
|  | c) | Classroom practice in the subject(s) I teach | | 1 | 2 |
|  | d) | General pedagogy | | 1 | 2 |
|  | e) | General classroom practice | | 1 | 2 |

|  |  |  |
| --- | --- | --- |
|  | How long did your classroom practicum, internship or student teaching last? | |
|  | Please mark one choice. | |
|  | 1 | 4 weeks or less |
|  | 2 | 5-7 weeks |
|  | 2 | 8-11 weeks |
|  | 2 | 12 weeks or more |

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|  | To what extent do you feel prepared through your initial formal <education or training> for the elements below? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  |  | Not at all | Somewhat | Well | Very well |
|  | a) | General pedagogy | 1 | 2 | 3 | 4 |
|  | b) | Content of the subject(s) I teach | 1 | 2 | 3 | 4 |
|  | c) | Pedagogy of the subject(s) I teach | 1 | 2 | 3 | 4 |
|  | d) | Classroom practice in the subject(s) I teach | 1 | 2 | 3 | 4 |
|  | e) | Teaching in a mixed ability setting | 1 | 2 | 3 | 4 |
|  | f) | Teaching in a multicultural or multilingual setting | 1 | 2 | 3 | 4 |
|  | g) | Teaching cross-curricular skills (e.g. creativity, critical thinking, and problem solving) | 1 | 2 | 3 | 4 |
|  | h) | ICT (information and communication technology) | 1 | 2 | 3 | 4 |
|  | i) | Teaching students with special needs | 1 | 2 | 3 | 4 |
|  | j) | Student behaviour and classoom management | 1 | 2 | 3 | 4 |
|  | k) | Student career guidance and counselling | 1 | 2 | 3 | 4 |
|  | l) | Teaching about equity and diversity | 1 | 2 | 3 | 4 |

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|  | Were any of the subject categories listed below included in your formal education or training? | | |
|  | Please mark as many choices as appropriate in each row. | | |
|  | *Because this is an international survey, we had to categorize many of the actual subjects taught in schools into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.* |  |  |  |
|  | *Reading, writing and literature:* *reading and writing (and literature) in the English, language arts, public speaking, literature , composition, communications, journalism* |  |  |  |
|  | *English as Second Language (ESL): ESL of bilingual education in support of students’ subject matter* |  |  |  |
|  | *Mathematics:* *basic or general mathematics, geometry , pre-algebra, algebra, business or applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus* |  |  |  |
|  | *Science:*  *general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science* |  |  |  |
|  | *Social studies:* *general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology* |  |  |  |
|  | *Modern foreign languages:* *languages other than English (e.g., French, German, Spanish, ASL)* |  |  |  |
|  | *Ancient Greek and/or Latin* |  |  |  |
|  | *Technology:* *orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology* |  |  |  |
|  | *Arts:* *arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework* |  |  |  |
|  | *Physical education:* *physical education, gymnastics, dance, health* |  |  |  |
|  | *Religion and/or ethics:* *religion, history of religions, religion culture, ethics* |  |  |  |
|  | *Business studies:* accounting, business management, business principles and ethics, marketing and distribution |  |  |  |
|  | *Practical and vocational skills:* *vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft* |  |  |  |
|  | *Interdisciplinary subject:* integration of content and perspective of several traditional school subjects |  |  |  |
|  | *Special education:* education of students with special needs |  |  |  |
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|  |  | | Included in high school,  vocational  certificate, or Associate’s degree | Included in Bachelor’s degree or above | Included in subject specialization as part of teacher education | Included at the in-service or professional development stage |
|  | a) | Reading, writing and literature | 1 | 2 | 3 | 4 |
|  | b) | English as Second Language (ESL) | 1 | 2 | 3 | 4 |
|  | c) | Mathematics | 1 | 2 | 3 | 4 |
|  | d) | Science | 1 | 2 | 3 | 4 |
|  | e) | Social studies | 1 | 2 | 3 | 4 |
|  | f) | Modern foreign languages | 1 | 2 | 3 | 4 |
|  | g) | Ancient Greek and/or Latin | 1 | 2 | 3 | 4 |
|  | h) | Technology | 1 | 2 | 3 | 4 |
|  | i) | Arts | 1 | 2 | 3 | 4 |
|  | j) | Physical education | 1 | 2 | 3 | 4 |
|  | k) | Religion and/or ethics | 1 | 2 | 3 | 4 |
|  | l) | Business studies | 1 | 2 | 3 | 4 |
|  | m) | Practical and vocational skills | 1 | 2 | 3 | 4 |
|  | n) | Interdisciplinary subject | 1 | 2 | 3 | 4 |
|  | o) | Special education | 1 | 2 | 3 | 4 |
|  | p) | Other, please specify | 1 | 2 | 3 | 4 |
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|  | During this current school year, do you teach the subjects below to any [<ISCED 2011 Level X> / 15-year-old] students in this school? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | Reading, writing and literature  *Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature* | 1 | 2 |
|  | b) | English as Second Language (ESL)  *ESL of bilingual education in support of students’ subject matter* | 1 | 2 |
|  | c) | Mathematics  *Includes mathematics, mathematics with statistics, geometry, algebra, etc.* | 1 | 2 |
|  | d) | Science  *Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry* | 1 | 2 |
|  | e) | Social studies  *Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy* | 1 | 2 |
|  | f) | Modern foreign languages  *Includes languages different from the language of instruction* | 1 | 2 |
|  | g) | Ancient Greek and/or Latin | 1 | 2 |
|  | h) | Technology  *Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology* | 1 | 2 |
|  | i) | Arts  *Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework* | 1 | 2 |
|  | j) | Physical education  *Includes physical education, gymnastics, dance, health* | 1 | 2 |
|  | k) | Religion and/or ethics  *Includes religion, history of religions, religion culture, ethics* | 1 | 2 |
|  | l) | Business studies  *Includes accounting, business management, business principles and ethics, marketing and distribution* | 1 | 2 |
|  | m) | Practical and vocational skills  *Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft* | 1 | 2 |
|  | n) | Interdisciplinary subject  *Includes integration of content and perspective of several traditional school subjects* | 1 | 2 |
|  | o) | Special education  *Education of students with special needs* | 1 | 2 |
|  | p) | Other, please specify | 1 | 2 |
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|  | During your most recent completecalendar week, approximately how many 60-minute hours did you spend in total on tasks related to your job at this school?  *Include time spent on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and other work tasks. Also include tasks that took place during evenings, weekends or other off classroom hours.* | |
|  | A ‘complete’ calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.  Round to the nearest whole hour. | |
|  |  | Hours in total |

|  |  |  |
| --- | --- | --- |
|  | Of this total, how many 60-minute hours did you spend on teaching at this school during your most recent complete calendar week? | |
|  | Please only count actual teaching time.  Time spent on preparation, marking, professional development, etc. will be recorded in the next question.  Round to the nearest whole hour. | | |
|  |  | Hours teaching | |

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| --- | --- | --- | --- |
|  | Of this total, how many 60-minute hours did you spend on the following tasks during your most recent complete calendar week at this school? | | |
|  | Also include tasks that took place during weekends, evenings or other off classroom hours. Please exclude all time spent teaching as this was recorded in the previous question.  Estimates are sufficient.  If you did not perform the task during the most recent complete calendar week, write 0 (zero).  Round to the nearest whole hour. | | | |
|  | a) |  | Individual planning or preparation of lessons either at school or out of school | |
|  | b) |  | Team work and dialogue with colleagues within this school | |
|  | c) |  | Marking/correcting of student work | |
|  | d) |  | Counselling students (including student supervision, virtual counselling, career guidance and delinquency guidance) | |
|  | e) |  | Participation in school management | |
|  | f) |  | General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher) | |
|  | g) |  | Professional development activities | |
|  | h) |  | Communication and co-operation with parents or guardians | |
|  | i) |  | Engaging in extracurricular activities (e.g. sports and cultural activities after school) | |
|  | j) |  | Developing students’ test-taking skills to improve performance on mandated assessments | |
|  | k) |  | Administering, proctoring, and scoring mandated assessments | |
|  | l) |  | Reviewing and analysing results of mandated assessments to improve instruction | |
|  | m) |  | Other work tasks | |

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| --- | --- | --- |
|  | Have you ever been abroad for professional purposes in your career as a teacher or during your teacher education/training? | |
|  | Please mark as many choices as appropriate. | |
|  | 1 | No **🡪 Please go to Question [27].** |
|  | 1 | Yes, as a student as part of my teacher education |
|  | 1 | Yes, as a teacher in an EU programme (e.g. Comenius) |
|  | 1 | Yes, as a teacher in a regional or national programme |
|  | 1 | Yes, as a teacher as arranged by my school or school district |
|  | 1 | Yes, as a teacher by my own initiative |
|  | 1 | Other, please specify |
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| --- | --- | --- |
|  | What were the purposes of your visits abroad? | |
|  | Please mark as many choices as appropriate. | |
|  | 1 | Studying, as part of my teacher education |
|  | 1 | Language learning |
|  | 1 | Learning of other subject areas |
|  | 1 | Accompanying visiting students |
|  | 1 | Establishing contact with schools abroad |
|  | 1 | Teaching |
|  | 1 | Other, please specify |
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| --- | --- | --- |
|  | How long did you stay abroad? | |
|  | Please mark one choice. | |
|  | 1 | For less than three months |
|  | 2 | For three to twelve months |
|  | 3 | For more than a year |

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|  | Thinking about your teaching, to what extent do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | I enjoy trying out new teaching ideas. | 1 | 2 | 3 | 4 |
|  | b) | I consider myself to be creative in my teaching. | 1 | 2 | 3 | 4 |
|  | c) | I seek out new ways of teaching. | 1 | 2 | 3 | 4 |
|  | d) | I am an inventive teacher. | 1 | 2 | 3 | 4 |
|  | e) | I am receptive to new teaching ideas. | 1 | 2 | 3 | 4 |

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|  | Thinking about the teachers in this school, to what extent do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | Most teachers in this school are always moving toward the development of new answers. | 1 | 2 | 3 | 4 |
|  | b) | Most teachers in this school are open to change. | 1 | 2 | 3 | 4 |
|  | c) | Most teachers in this school are always searching for new ways of looking at problems. | 1 | 2 | 3 | 4 |
|  | d) | Most teachers in this school share resources in the application of new ideas. | 1 | 2 | 3 | 4 |
|  | e) | Most teachers in this school provide practical support to each other for the application of new ideas. | 1 | 2 | 3 | 4 |

**Group A:**

**Continue!**

**Group B:**

**Go to Section “Your Teaching in the <Target Class>”**

|  |  |
| --- | --- |
|  | Teacher Professional Development |

In this section, ‘professional development’ is defined as activities that aim to develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional development you have taken after your initial teacher training/education.

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|  | In your first regular employment as a teacher, did you take part in any induction activities? | | | |
|  | ‘Induction activities’ are designed to support new teachers’ introduction into the teaching profession and to support experienced teachers who are new to a school. Induction activities might be presented in formal structured programmes (for example, regular supervision by the principal, reduced teaching load, formal mentoring by experienced teachers), or they might be informally arranged as separate activities available to support new teachers (for example, informal peer work with other new teachers, a welcome handbook for new teachers).  Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | I took part in a formal induction programme. | 1 | 2 |
|  | b) | I took part in informal induction activities. | 1 | 2 |

**If you answered ‘No’ to each of the above 🡪 please go to Question [34]**

|  |  |  |
| --- | --- | --- |
|  | In your first regular employment as a teacher, how often did/do you take part in the induction program or informal induction activities? | |
|  | Please mark one choice. | |
|  | 1 | A few occasions |
|  | 2 | Multiple occasions across several months of my first year of teching |
|  | 3 | Consistently thoughout my first year of teaching |

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|  | When you began work at this school, in which of the following induction activities did you participate? | | | | |
|  | Please mark one choice in each row. | | | | |
|  |  | | Yes | No | Not applicable |
|  | a) | Mentoring | 1 | 2 | 3 |
|  | b) | Courses/seminars attended in person | 1 | 2 | 3 |
|  | c) | Courses/seminars completed online | 1 | 2 | 3 |
|  | d) | Online activities (e.g. virtual communities) | 1 | 2 | 3 |
|  | e) | Scheduled meetings with principal and/or experienced colleagues | 1 | 2 | 3 |
|  | f) | Regular supervision by principal and/or experienced colleagues | 1 | 2 | 3 |
|  | g) | Networking/collaboration with other new teachers | 1 | 2 | 3 |
|  | h) | Team teaching with experienced teachers | 1 | 2 | 3 |
|  | i) | Portfolios/diaries/journals | 1 | 2 | 3 |
|  | j) | Reduced teaching load | 1 | 2 | 3 |
|  | k) | General/administrative introduction | 1 | 2 | 3 |
|  | l) | Other, please specify | 1 | 2 | 3 |
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|  | Are you currently involved in any mentoring activities as part of a formal arrangement at this school? | | | |
|  | ‘Mentoring’ is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.  This question refers to mentoring by and for teachers employed at your school. It does not refer to mentoring of students in teacher education who might be doing teaching practise at your school.  Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | I currently have an assigned mentor to support me. | 1 | 2 |
|  | b) | I am currently an assigned mentor for one or more teachers. | 1 | 2 |

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|  | During the last 12 months, did you participate in any of the following professional development activities? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | Courses/workshops on subject matter, teaching methods or pedagogical topics (e.g. fostering social skills) | 1 | 2 |
|  | b) | Online professional development courses/seminars | 1 | 2 |
|  | c) | Education conferences where teachers and/or researchers present/discuss their research | 1 | 2 |
|  | d) | Formal qualification programme (e.g. a degree programme) | 1 | 2 |
|  | e) | Observation visits to other schools | 1 | 2 |
|  | f) | Observation visits to business premises, public organisations, non-governmental organisations | 1 | 2 |
|  | g) | Peer and/or self-observation and coaching as part of a formal school arrangement | 1 | 2 |
|  | h) | Participation in a network of teachers formed specifically for the professional development of teachers | 1 | 2 |
|  | i) | Individual or collaborative research on a topic of interest to you professionally | 1 | 2 |
|  | j) | Reading professional literature | 1 | 2 |
|  | k) | Engaging in dialogue with colleagues about how to improve your teaching | 1 | 2 |
|  | l) | Other, please specify | 1 | 2 |
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If you did not participate in any professional development activities during the last 12 months 🡪 Please go to Question [38].

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|  | Were any of the topics listed below included in your professional development activities during the last 12 months? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | Knowledge and understanding of my subject field(s) | 1 | 2 |
|  | b) | Pedagogical competencies in teaching my subject field(s) | 1 | 2 |
|  | c) | Knowledge of the curriculum | 1 | 2 |
|  | d) | Student assessment practices | 1 | 2 |
|  | e) | ICT (information and communication technology) skills for teaching | 1 | 2 |
|  | f) | Student behaviours and classroom management | 1 | 2 |
|  | g) | School management and administration | 1 | 2 |
|  | h) | Approaches to individualised learning | 1 | 2 |
|  | i) | Teaching students with special needs | 1 | 2 |
|  | j) | Teaching in a multicultural or multilingual setting | 1 | 2 |
|  | k) | Teaching cross-curricular skills (e.g. problem solving, learning-to-learn) | 1 | 2 |
|  | l) | Student career guidance and counselling | 1 | 2 |
|  | m) | Internal evaluation or self-evaluation of schools | 1 | 2 |
|  | n) | Use of evaluation results analysis and use | 1 | 2 |
|  | o) | Teacher-parent cooperation | 1 | 2 |
|  | p) | Second language teaching | 1 | 2 |
|  | q) | Communicating with people from different cultures or countries | 1 | 2 |
|  | r) | Teaching about equity and diversity | 1 | 2 |
|  | s) | Implementatiion of national/state curriculum standards or Common Core standards | 1 | 2 |
|  | t) | Other, please specify | 1 | 2 |
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|  | For the professional development in which you participated in the last 12 months, did you receive any of the following benefits? | | | | |
|  | Please mark one choice in each row. | | | | |
|  |  | | Yes | No |
|  | a) | Monetary supplements for activities outside working hours | 1 | 2 |
|  | b) | Non-monetary rewards (e.g. classroom resources/materials, book vouchers, trial software/apps) | 1 | 2 |
|  | c) | Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities) | 1 | 2 |

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|  | For the professional development in which you participated in the last 12 months, what level of support did you receive for each of the following? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | No support | Partial support | Full support | Not applicable |
|  | a) | Scheduled time for activities that took place during regular working hours | 1 | 2 | 3 | 4 |
|  | b) | Non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.) | 1 | 2 | 3 | 4 |
|  | c) | Costs associated with the activities (participation fees, travel, accommodation, materials, etc.) | 1 | 2 | 3 | 4 |

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|  | Thinking of all of the professional development activities that you engaged in during the last 12 months, did any of these have a positive impact on your teaching practice? | |
|  | Please mark one choice. | |
|  | 1 | Yes |
|  | 2 | No **🡪 Please go to Question [41]** |

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|  | Thinking of the professional development activity that had the greatest positive impact on your teaching in the last 12 months, did it have the following characteristics? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | It built on my prior knowledge. | 1 | 2 |
|  | b) | It adapted to my personal development needs. | 1 | 2 |
|  | c) | It had a coherent structure. | 1 | 2 |
|  | d) | It appropriately focused on content needed to teach my subjects. | 1 | 2 |
|  | e) | It provided opportunities for active learning. | 1 | 2 |
|  | f) | It provided opportunities for collaborative learning. | 1 | 2 |
|  | g) | It provided sufficient time to digest information. | 1 | 2 |
|  | h) | It involved case-based learning with practical examples. | 1 | 2 |
|  | i) | It provided opportunity to practise/apply new ideas and knowledge in my own classroom. | 1 | 2 |
|  | j) | It provided materials for my teaching. | 1 | 2 |
|  | k) | It provided structured follow-up activities (e.g. further meetings after a course). | 1 | 2 |
|  | l) | It provided informal follow-up opportunities (e.g. a newsgroup after a course). | 1 | 2 |
|  | m) | It took place at my school. | 1 | 2 |
|  | n) | It involved most colleagues from my school. | 1 | 2 |
|  | o) | It took place over an extended period of time (e.g. several weeks or longer). | 1 | 2 |
|  | p) | It led to innovation in my teaching. | 1 | 2 |
|  | q) | Other, please specify | 1 | 2 |
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| --- | --- | --- | --- | --- | --- | --- |
|  | For each of the areas listed below, please indicate the degree to which you currently need professional development. | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | No need at present | Low level of need | Moderate level of need | High level of need |
|  | a) | Knowledge and understanding of my subject field(s) | 1 | 2 | 3 | 4 |
|  | b) | Pedagogical competencies in teaching my subject field(s) | 1 | 2 | 3 | 4 |
|  | c) | Knowledge of the curriculum | 1 | 2 | 3 | 4 |
|  | d) | Student assessment practices | 1 | 2 | 3 | 4 |
|  | e) | ICT (information and communication technology) skills for teaching | 1 | 2 | 3 | 4 |
|  | f) | Student behaviours and classroom management | 1 | 2 | 3 | 4 |
|  | g) | School management and administration | 1 | 2 | 3 | 4 |
|  | h) | Approaches to individualised learning | 1 | 2 | 3 | 4 |
|  | i) | Teaching students with special needs | 1 | 2 | 3 | 4 |
|  | j) | Teaching in a multicultural or multilingual setting | 1 | 2 | 3 | 4 |
|  | k) | Teaching cross-curricular skills (e.g. problem solving, learning-to-learn) | 1 | 2 | 3 | 4 |
|  | l) | Student career guidance and counselling | 1 | 2 | 3 | 4 |
|  | m) | Internal evaluation or self-evaluation of schools | 1 | 2 | 3 | 4 |
|  | n) | Use of evaluation results analysis and use | 1 | 2 | 3 | 4 |
|  | o) | Teacher-parent cooperation | 1 | 2 | 3 | 4 |
|  | p) | Second language teaching | 1 | 2 | 3 | 4 |
|  | q) | Communicating with people from different cultures or countries | 1 | 2 | 3 | 4 |
|  | r) | Teaching about equity and diversity | 1 | 2 | 3 | 4 |
|  | s) | Implementatiion of national/state curriculum standards or Common Core standards | 1 | 2 | 3 | 4 |
|  | t) | Other, please specify | 1 | 2 | 3 | 4 |
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| --- | --- | --- | --- | --- | --- | --- |
|  | How strongly do you agree or disagree that the following present barriers to your participation in professional development? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | I do not have the pre-requisites (e.g. qualifications, experience, and seniority). | 1 | 2 | 3 | 4 |
|  | b) | Professional development is too expensive/unaffordable. | 1 | 2 | 3 | 4 |
|  | c) | There is a lack of employer support. | 1 | 2 | 3 | 4 |
|  | d) | Professional development conflicts with my work schedule. | 1 | 2 | 3 | 4 |
|  | e) | I do not have time because of family responsibilities. | 1 | 2 | 3 | 4 |
|  | f) | There is no relevant professional development offered. | 1 | 2 | 3 | 4 |
|  | g) | There are no incentives for participating in such activities. | 1 | 2 | 3 | 4 |
|  | h) | The professional development offered is of poor quality. | 1 | 2 | 3 | 4 |
|  | i) | Professional development is not readily accessible to me. | 1 | 2 | 3 | 4 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | How would you characterise your participation in the professional development activities available to you in general? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | I am required to take part because of an official requirement | 1 | 2 |
|  | b) | I choose to take part because I am entitled to it | 1 | 2 |

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|  | Teacher Feedback |

We would like to ask you about the feedback you receive about your work in this school.

‘Feedback’ is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' results).

Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | In this school, who provides the following types of feedback information to you? | | | | | |
|  | ‘External individuals or bodies’ as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.  Please mark as many choices as appropriate in each row. | | | | | |
|  |  | | External individuals or bodies | School principal or member(s) of the school manage­ment team | Other colleagues within the school (not a part of the manage-ment team) | I have never received this feedback in this school. |
|  | a) | Feedback following direct observation of my classroom teaching | 1 | 1 | 1 | 1 |
|  | b) | Feedback from student surveys about my teaching | 1 | 1 | 1 | 1 |
|  | c) | Feedback following an assessment of my content knowledge | 1 | 1 | 1 | 1 |
|  | d) | Feedback following an analysis of my students’ external results (e.g,national test scores) | 1 | 1 | 1 | 1 |
|  | e) | Analysis of school-based and classroom-based results (e.g. performance results, project results, test scores) | 1 | 1 | 1 | 1 |
|  | f) | Feedback following your self-assessment of my work (e.g. presentation of a portfolio assessment, analysis of your teaching using video) | 1 | 1 | 1 | 1 |
|  | g) | Feedback following surveys or discussions with parents or guardians | 1 | 1 | 1 | 1 |

If you answered ‘I have never received this feedback in this school’ to each of the above 🡪 Please go to Question [49].

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | When you receive feedback at this school, what is the emphasis placed on the following areas? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not considered at all | Considered with low importance | Considered with moderate importance | Considered with high importance |
|  | a) | Student performance/results | 1 | 2 | 3 | 4 |
|  | b) | Knowledge and understanding of my subject field(s) | 1 | 2 | 3 | 4 |
|  | c) | Pedagogical competencies in teaching my subject field(s) | 1 | 2 | 3 | 4 |
|  | d) | Student assessment practices | 1 | 2 | 3 | 4 |
|  | e) | Student behaviour and classroom management | 1 | 2 | 3 | 4 |
|  | f) | Teaching of students with special needs | 1 | 2 | 3 | 4 |
|  | g) | Teaching in a multicultural or multilingual setting | 1 | 2 | 3 | 4 |
|  | h) | The feedback I provide to other teachers to improve their teaching | 1 | 2 | 3 | 4 |
|  | i) | Feedback from parents or guardians | 1 | 2 | 3 | 4 |
|  | j) | Feedback from students | 1 | 2 | 3 | 4 |
|  | k) | Collaboration or working with other teachers | 1 | 2 | 3 | 4 |
|  | l) | Ensuring I receive an appropriate amount of feedback. | 1 | 2 | 3 | 4 |
|  | m) | Linking feedback to my professional development needs. | 1 | 2 | 3 | 4 |
|  | n) | Other, please specify | 1 | 2 | 3 | 4 |
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| --- | --- | --- |
|  | Thinking of all of the feedback that you have received during the last 12 months, did any of these have a positive impact on your teaching practice? | |
|  | Please mark one choice. | |
|  | 1 | Yes |
|  | 2 | No **🡪 Please go to Question [49]** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Thinking of the feedback that was most helpful to you in the last 12 months, note whether it directly led to a positive change in any of the following. | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | My knowledge and understanding of my main subject field(s) | 1 | 2 |
|  | b) | My pedagogical competencies in teaching my subject | 1 | 2 |
|  | c) | My use of student assessments to improve student learning | 1 | 2 |
|  | d) | My classroom management processes | 1 | 2 |
|  | e) | My methods for teaching students with special needs | 1 | 2 |
|  | f) | My methods for teaching in a multicultural or multilingual setting | 1 | 2 |
|  | g) | My feedback to other teachers about their teaching | 1 | 2 |
|  | h) | My collaboration or working with other teachers | 1 | 2 |
|  | i) | My confidence as a teacher | 1 | 2 |
|  | j) | My motivation | 1 | 2 |
|  | k) | My job satisfaction | 1 | 2 |
|  | l) | My participation in professional development activities | 1 | 2 |
|  | m) | Other, please specify | 1 | 2 |
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| --- | --- | --- | --- | --- | --- | --- |
|  | We would like to ask you about teacher appraisal and feeback in this school more generally. How strongly do you agree or disagree with the following statements about this school? | | | | | |
|  | Here, ‘appraisal’ is defined as a review of teachers’ work. This appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to a more informal approach (e.g. through informal discussions). | | | | | |
|  | When a statement does not apply in your context, please skip the item. | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | The best performing teachers in this school receive the greatest recognition (e.g. rewards, additional training or responsibilities). | 1 | 2 | 3 | 4 |
|  | b) | Teacher appraisal and feedback have little impact on the way teachers teach in the classroom. | 1 | 2 | 3 | 4 |
|  | c) | Teacher appraisal and feedback are largely done to fulfill administrative requirements. | 1 | 2 | 3 | 4 |
|  | d) | A development or training plan is established for teachers to improve their work as a teacher. | 1 | 2 | 3 | 4 |
|  | e) | Feedback is provided to teachers based on a thorough assessment of their teaching. | 1 | 2 | 3 | 4 |
|  | f) | If a teacher is consistently under-performing, he/she would be dismissed. | 1 | 2 | 3 | 4 |
|  | g) | Measures to remedy any weaknesses in teaching are discussed with the teacher. | 1 | 2 | 3 | 4 |
|  | h) | A mentor is appointed to help the teacher improve his/her teaching. | 1 | 2 | 3 | 4 |
|  | i) | High-performing teachers are promoted to positions of greater influence and authority. | 1 | 2 | 3 | 4 |
|  | j) | Struggling teachers are provided with additional support to improve their performance. | 1 | 2 | 3 | 4 |

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|  | Your Teaching in General |

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| --- | --- | --- | --- | --- | --- | --- |
|  | We would like to ask about your personal beliefs on teaching and learning. Please indicate how strongly you agree or disagree with each of the following statements. | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | My role as a teacher is to facilitate students’ own inquiry. | 1 | 2 | 3 | 4 |
|  | b) | Effective/good teachers demonstrate the correct way to solve a problem. | 1 | 2 | 3 | 4 |
|  | c) | Students learn best by finding solutions to problems on their own. | 1 | 2 | 3 | 4 |
|  | d) | Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly. | 1 | 2 | 3 | 4 |
|  | e) | Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved. | 1 | 2 | 3 | 4 |
|  | f) | How much students learn depends on how much background knowledge they have – that is why teaching facts is so necessary. | 1 | 2 | 3 | 4 |
|  | g) | Thinking and reasoning processes are more important than specific curriculum content. | 1 | 2 | 3 | 4 |
|  | h) | A quiet classroom is generally needed for effective learning. | 1 | 2 | 3 | 4 |

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|  | Thinking of all of the collaborative activities in this school, how often do you engage in the following, on average? | | | | | | | |
|  | Please mark one choice in each row. | | | | | | | |
|  |  | | Never | Once a year or less | 2-4 times a year | 5-10 times a year | 1-3 times a month | Once a week or more |
|  | a) | Teach jointly as a team in the same class | 1 | 2 | 3 | 4 | 5 | 6 |
|  | b) | Provide feedback to other teachers’ about their practice | 1 | 2 | 3 | 4 | 5 | 6 |
|  | c) | Discussions about teaching approaches | 1 | 2 | 3 | 4 | 5 | 6 |
|  | d) | Engage in joint activities across different classes and age groups (e.g. projects) | 1 | 2 | 3 | 4 | 5 | 6 |
|  | e) | Exchange teaching materials with colleagues | 1 | 2 | 3 | 4 | 5 | 6 |
|  | f) | Discussions about the learning development of specific students | 1 | 2 | 3 | 4 | 5 | 6 |
|  | g) | Work with other teachers in my school to ensure common standards in evaluations for assessing student progress | 1 | 2 | 3 | 4 | 5 | 6 |
|  | h) | Attend team conferences | 1 | 2 | 3 | 4 | 5 | 6 |
|  | i) | Take part in collaborative professional learning | 1 | 2 | 3 | 4 | 5 | 6 |

**If you answered ‘Never’ to each of the above 🡪 Please go to Question [53]**

|  |  |  |
| --- | --- | --- |
|  | Thinking of all of the collaborative activities that you took part in during the last 12 months, did any of these have a positive impact on your teaching practice? | |
|  | ‘Collaborative activities’ are defined as activities that involve teachers’ cooperating together for job-related purposes.  Please mark one choice. | |
|  | 1 | Yes |
|  | 2 | No **🡪 Please go to Question [53]** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Thinking of the collaborative activity that had the greatest positive impact on your teaching, note whether it had the following characteristics? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | The activity had a compelling purpose. | 1 | 2 |
|  | b) | The work was challenging. | 1 | 2 |
|  | c) | There was adequate scheduled time to do the work. | 1 | 2 |
|  | d) | There were adequate resources to do the work. | 1 | 2 |
|  | e) | Accomplishments of those involved were celebrated. | 1 | 2 |
|  | f) | Involvement in the activity improved trust between my colleagues and me. | 1 | 2 |
|  | g) | Other, please specify | 1 | 2 |
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|  | In your teaching, to what extent can you do the following? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | To some extent | Quite a bit | A lot |
|  | a) | Get students to believe they can do well in school work | 1 | 2 | 3 | 4 |
|  | b) | Help my students value learning | 1 | 2 | 3 | 4 |
|  | c) | Craft good questions for my students | 1 | 2 | 3 | 4 |
|  | d) | Control disruptive behaviour in the classroom | 1 | 2 | 3 | 4 |
|  | e) | Motivate students who show low interest in school work | 1 | 2 | 3 | 4 |
|  | f) | Make my expectations about student behaviour clear | 1 | 2 | 3 | 4 |
|  | g) | Help students think critically | 1 | 2 | 3 | 4 |
|  | h) | Get students to follow classroom rules | 1 | 2 | 3 | 4 |
|  | i) | Calm a student who is disruptive or noisy | 1 | 2 | 3 | 4 |
|  | j) | Use a variety of assessment strategies | 1 | 2 | 3 | 4 |
|  | k) | Provide an alternative explanation for example when students are confused | 1 | 2 | 3 | 4 |
|  | l) | Implement alternative instructional strategies in my classroom | 1 | 2 | 3 | 4 |
|  | m) | Help students develop cross-curricular skills (e.g. creativity, critical thinking, and problem solving) | 1 | 2 | 3 | 4 |
|  | n) | Use digital technology to support student learning. | 1 | 2 | 3 | 4 |
|  | o) | Use digital technology to support collaboration between students | 1 | 2 | 3 | 4 |

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|  | Suppose that you have a very heterogeneous class where students’ competence varies from very weak to very strong. You have just taught a new topic, and you are about to give your students hands-on activities/tasks.  What would you do? | | | | | |
|  | For each suggestion, mark the option that best applies to your teaching. | | | | | |
|  |  |  | I would definitely do this | I would probably do this | I would probably not do this | I would definitely not do this |
|  | a) | I give different tasks to different students. | 1 | 2 | 3 | 4 |
|  | b) | I give tasks that are slightly more difficult than what I taught and ask students to collaborate. | 1 | 2 | 3 | 4 |
|  | c) | I give tasks with a different context than the one(s) I used when teaching the topic. | 1 | 2 | 3 | 4 |
|  | d) | I give tasks with different solutions and ask them to explain their answers. | 1 | 2 | 3 | 4 |
|  | e) | I give the same tasks to all student. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Suppose you have a class with discipline and order issues. You arrive in the morning and there is much disorder. You ask them to sit down, but they do not listen to you.  What would you do? | | | | | |
|  | For each suggestion, mark the option that best applies to you. | | | | | |
|  |  |  | I would definitely do this | I would probably do this | I would probably not do this | I would definitely not do this |
|  | a) | I raise my voice, and continue telling them with a raised voice until they listen to me. | 1 | 2 | 3 | 4 |
|  | b) | I sit down and wait for them to quiet down. | 1 | 2 | 3 | 4 |
|  | c) | I quiet them down and then remind them of the classroom rules. | 1 | 2 | 3 | 4 |
|  | d) | I start teaching and they usually listen after some time. | 1 | 2 | 3 | 4 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Suppose you are just about to teach your students a new topic.  How would you approach this new topic?  What would you do? | | | | | |
|  | For each suggestion, mark the option that best applies to you. | | | | | |
|  |  |  | I would definitely do this | I would probably do this | I would probably not do this | I would definitely not do this |
|  | a) | I ask my students what they already know about the topic. | 1 | 2 | 3 | 4 |
|  | b) | I connect this new topic to an old topic. | 1 | 2 | 3 | 4 |
|  | c) | I ask my students to do their own research on the topic before I start teaching. | 1 | 2 | 3 | 4 |
|  | d) | I articulate goals of what they are expected to learn from this topic. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Suppose your students are working on tasks. Most students in the class have finished the tasks, but some students are struggling. You soon need to go on teaching a new topic.  What would you do? | | | | | |
|  | For each suggestion, mark the option that best applies to you. | | | | | |
|  |  |  | I would definitely do this | I would probably do this | I would probably not do this | I would definitely not do this |
|  | a) | I provide extra help for those that need it, even if it requires some time. | 1 | 2 | 3 | 4 |
|  | b) | I ask unfinished students to complete the task as homework and go on teaching the new topic. | 1 | 2 | 3 | 4 |
|  | c) | I help the struggling students learn from their mistakes. | 1 | 2 | 3 | 4 |
|  | d) | I give new and harder tasks to students as they complete the current task. | 1 | 2 | 3 | 4 |
|  | e) | The students who struggle are provided extra help by one teacher, and the rest are taught the new topic by another teacher. | 1 | 2 | 3 | 4 |

**Group A:**

**Stop here!**

|  |  |
| --- | --- |
|  | Your Teaching in the <Target Class> |

*In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one <class>.*

*The following questions ask you about a particular <class> that you teach. The <class> that we would like you to respond to is the first [<ISCED 2011 Level x>] <class> [attended by 15-year-old students] that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a <class> [at <ISCED 2011 Level x>] / [attended by 15-year-old students] on Tuesday, this can be a class taught on a day following the last Tuesday.*

In the questions below, this <class> will be referred to as the <target class>.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | We would like to understand the composition of the <target class>. Please estimate the broad percentage of students who have the following characteristics. | | | | | | |
|  | <‘Socioeconomically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.>  This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.  Students may fall into multiple categories.  Please mark one choice in each row. | | | | | | |
|  |  | | None | 1% to 10% | 11% to 30% | 31% to 60% | More than 60% |
|  | a) | Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these language(s) | 1 | 2 | 3 | 4 | 5 |
|  | b) | Low academic achievers | 1 | 2 | 3 | 4 | 5 |
|  | c) | Students with special needs | 1 | 2 | 3 | 4 | 5 |
|  | d) | Students with behavioural problems | 1 | 2 | 3 | 4 | 5 |
|  | e) | Students from socioeconomically disadvantaged homes | 1 | 2 | 3 | 4 | 5 |
|  | f) | Academically gifted students | 1 | 2 | 3 | 4 | 5 |

|  |  |  |
| --- | --- | --- |
|  | Is your teaching in the <target class> directed entirely or mainly to <special needs> students? | |
|  | Please mark one choice. | |
|  | 1 | Yes **🡪 Please go to Question [70].** |
|  | 2 | No |

|  |  |  |
| --- | --- | --- |
|  | Into which subject category does this <target class> primarily fall? | |
|  | Please mark one choice. | |
|  | 1 | Reading, writing and literature  *Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature* |
|  | 2 | English as a Second Language (ESL)  *Includes ESL or bilingual education in support of students' subject matter learning* |
|  | 3 | Mathematics  *Includes mathematics, mathematics with statistics, geometry, algebra, etc.* |
|  | 4 | Science  *Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry* |
|  | 5 | Social studies  *Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy* |
|  | 6 | Modern foreign languages  *Includes languages different from the language of instruction* |
|  | 7 | Ancient Greek and/or Latin |
|  | 8 | Technology  *Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology* |
|  | 9 | Arts  *Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework* |
|  | 10 | Business studies  *Includes accounting, business management, business principles and ethics, marketing and distribution* |
|  | 11 | Physical education  *Includes physical education, gymnastics, dance, health* |
|  | 12 | Religion and/or ethics  *Includes religion, history of religions, religion culture, ethics* |
|  | 13 | Practical and vocational skills  *Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft* |
|  | 14 | Special education  *Includes education of students with special needs* |
|  | 15 | Other, please specify |
|  |  |  |

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| --- | --- | --- |
|  | How many students are currently enrolled in this <target class>? | |
|  | Please write a number. | |
|  |  | Students |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | For this <target class>, what percentage of <class> time is typically spent on each of the following activities? | | | |
|  | Write a percentage for each activity. Write 0 (zero) if none.  Please ensure that responses add up to 100%. | | | |
|  | a) |  | % | Administrative tasks (e.g. recording attendance, handing out school information/forms) |
|  | b) |  | % | Keeping order in the classroom (maintaining discipline) |
|  | c) |  | % | Actual teaching and learning |
|  |  | **100** | **%** | **Total** |

|  |  |  |
| --- | --- | --- |
|  | Please indicate how representative you feel the <target class> is of all the classes you teach. | |
|  | Please mark one choice. | |
|  | 1 | Very representative |
|  | 2 | Representative |
|  | 3 | Not representative |

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|  | To what extent do you have direct control over the following areas of your planning and teaching in this <target class>? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | No control | Minor control | Moderate control | A great deal of control |
|  | a) | Choosing learning materials (e.g. textbooks, software, etc.) | 1 | 2 | 3 | 4 |
|  | b) | Choosing course content to be taught | 1 | 2 | 3 | 4 |
|  | c) | Selecting teaching methods | 1 | 2 | 3 | 4 |
|  | d) | Assessing students’ learning | 1 | 2 | 3 | 4 |
|  | e) | Disciplining students | 1 | 2 | 3 | 4 |
|  | f) | Determining the amount of homework to be assigned | 1 | 2 | 3 | 4 |
|  | g) | Other, please specify | 1 | 2 | 3 | 4 |
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| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about the general climate in the <target class>, how strongly do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | When the lesson begins, I have to wait quite a long time for students to quiet down. | 1 | 2 | 3 | 4 |
|  | b) | Students in this class take care to create a pleasant learning atmosphere. | 1 | 2 | 3 | 4 |
|  | c) | I lose quite a lot of time because of students interrupting the lesson. | 1 | 2 | 3 | 4 |
|  | d) | There is much disruptive noise in this classroom. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about your teaching in the <target class>, how often do you do the following? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Never or almost never | Occasion­ally | Frequently | In all or nearly all lessons |
|  | a) | I present a summary of recently learned content. | 1 | 2 | 3 | 4 |
|  | b) | I set goals at the beginning of instruction. | 1 | 2 | 3 | 4 |
|  | c) | I explain what I expect the students to learn. | 1 | 2 | 3 | 4 |
|  | d) | I explain how new and old topics are related. | 1 | 2 | 3 | 4 |
|  | e) | I ask questions to check if the students have understood what I taught. | 1 | 2 | 3 | 4 |
|  | f) | I give different work to the students of different ability levels. | 1 | 2 | 3 | 4 |
|  | g) | I give extra help when students need it. | 1 | 2 | 3 | 4 |
|  | h) | I continue teaching until the students understand . | 1 | 2 | 3 | 4 |
|  | i) | I adapt my teaching to differences in students’ cultural background. | 1 | 2 | 3 | 4 |
|  | j) | I help my students to learn from their mistakes. | 1 | 2 | 3 | 4 |
|  | k) | I present tasks for which there is no obvious solution. | 1 | 2 | 3 | 4 |
|  | l) | I present tasks that require students to apply what they have learned to new contexts. | 1 | 2 | 3 | 4 |
|  | m) | I give tasks that require students to think critically. | 1 | 2 | 3 | 4 |
|  | n) | I have students work in small groups to come up with a joint solution to a problem or task. | 1 | 2 | 3 | 4 |
|  | o) | I ask my students to decide on their own procedures for solving complex tasks. | 1 | 2 | 3 | 4 |
|  | p) | I tell students to follow classroom rules. | 1 | 2 | 3 | 4 |
|  | q) | I tell students to listen to what I say. | 1 | 2 | 3 | 4 |
|  | r) | I calm students who are disruptive. | 1 | 2 | 3 | 4 |
|  | s) | When the lesson begins, I tell students to quiet down quickly. | 1 | 2 | 3 | 4 |
|  | t) | I clarify consequences if students do not follow the classroom rules. | 1 | 2 | 3 | 4 |
|  | u) | I give students projects that require at least one week to complete. | 1 | 2 | 3 | 4 |
|  | v) | I let students use ICT (information and communication technology) for projects. | 1 | 2 | 3 | 4 |

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|  | How often do you use the following feedback methods in the <target class>? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Never or almost never | Occasion-ally | Frequently | In all or nearly all lessons |
|  | a) | I give students feedback on their strengths. | 1 | 2 | 3 | 4 |
|  | b) | I tell students in which areas they can still improve. ...... | 1 | 2 | 3 | 4 |
|  | c) | I tell my students how they can improve their performance. | 1 | 2 | 3 | 4 |
|  | d) | I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | How often do you use the following methods of assessing student learning in the <target class>? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Never or almost never | Occasion­ally | Frequently | In all or nearly all lessons |
|  | a) | I develop and administer my own assessment. | 1 | 2 | 3 | 4 |
|  | b) | I administer a standardised test. | 1 | 2 | 3 | 4 |
|  | c) | I have individual students answer questions in front of the class. | 1 | 2 | 3 | 4 |
|  | d) | I let students evaluate their own progress. | 1 | 2 | 3 | 4 |
|  | e) | I observe students when working on particular tasks and provide immediate feedback. | 1 | 2 | 3 | 4 |
|  | f) | I check students’ homework (e.g., assignments, portfolios, project documentation). | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | To what extent is your capacity to provide quality instruction in the <target class> currently hindered by any of the following issues? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | Very little | To some extent | A lot |
|  | a) | Shortage or inadequacy of instructional materials (e.g. textbooks) | 1 | 2 | 3 | 4 |
|  | b) | Shortage or inadequacy of computers for instruction | 1 | 2 | 3 | 4 |
|  | c) | Insufficient Internet access | 1 | 2 | 3 | 4 |
|  | d) | Shortage or inadequacy of computer software for instruction | 1 | 2 | 3 | 4 |
|  | e) | Shortage or inadequacy of library materials | 1 | 2 | 3 | 4 |
|  | f) | Shortage or inadequacy of physical infrastructure (e.g. school buildings, heating/cooling, and lighting) | 1 | 2 | 3 | 4 |
|  | g) | Shortage or inadequacy of instructional space (e.g. classrooms) | 1 | 2 | 3 | 4 |
|  | h) | Other, please specify | 1 | 2 | 3 | 4 |
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|  | School Climate and Job Satisfaction |

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|  | Thinking about the general climate in this school, how strongly do you agree or disagree with these statements as applied to this school? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | This school provides staff with opportunities to actively participate in school decisions. | 1 | 2 | 3 | 4 |
|  | b) | This school provides parents or guardians with opportunities to actively participate in school decisions. | 1 | 2 | 3 | 4 |
|  | c) | This school provides students with opportunities to actively participate in school decisions. | 1 | 2 | 3 | 4 |
|  | d) | This school has a culture of shared responsibility for school issues. | 1 | 2 | 3 | 4 |
|  | e) | There is a collaborative school culture which is characterised by mutual support. | 1 | 2 | 3 | 4 |
|  | f) | The school staff share a common set of beliefs about teaching and learning. | 1 | 2 | 3 | 4 |
|  | g) | The school staff enforces rules for student behavior consistently for students throughout the school. | 1 | 2 | 3 | 4 |
|  | h) | This school encourages staff to propose and implement new initiatives. | 1 | 2 | 3 | 4 |
|  | i) | All teachers are involved in decision making. | 1 | 2 | 3 | 4 |
|  | j) | Teachers get along well with the school leadership. | 1 | 2 | 3 | 4 |

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|  | In this school, do teachers have a significant responsibility for the following tasks? | | | |
|  | A ‘significant responsibility’ is one where an active role is played in decision making.  Please mark as one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | Appointing or hiring teachers | 1 | 2 |
|  | b) | Dismissing or suspending teachers from employment | 1 | 2 |
|  | c) | Establishing teachers’ starting salaries, including setting payscales | 1 | 2 |
|  | d) | Determining teachers’ salary increases | 1 | 2 |
|  | e) | Deciding on budget allocations within the school | 1 | 2 |
|  | f) | Establishing student disciplinary policies and procedures | 1 | 2 |
|  | g) | Establishing student assessment policies, including <national/regional> assessments | 1 | 2 |
|  | h) | Approving students for admission to the school | 1 | 2 |
|  | i) | Choosing which learning materials are used | 1 | 2 |
|  | j) | Determining course content, including <national/regional> curricula | 1 | 2 |
|  | k) | Deciding which courses are offered | 1 | 2 |
|  | l) | Other, please specify | 1 | 2 |
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| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about the general climate in this school, how strongly do you agree or disagree with the following statements about what happens in this school? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | In this school, teachers and students usually get on well with each other. | 1 | 2 | 3 | 4 |
|  | b) | Most teachers believe that the students’ well-being is important. | 1 | 2 | 3 | 4 |
|  | c) | Most teachers are interested in what students have to say. | 1 | 2 | 3 | 4 |
|  | d) | If a student from this school needs extra assistance, the school provides it. | 1 | 2 | 3 | 4 |
|  | e) | Teachers can rely on the principal for professional support. | 1 | 2 | 3 | 4 |
|  | f) | The principal has confidence in the expertise of the teachers. | 1 | 2 | 3 | 4 |
|  | g) | Even in difficult situations, teachers in this school can depend upon each other. | 1 | 2 | 3 | 4 |
|  | h) | Teachers can trust each other in this scchool. | 1 | 2 | 3 | 4 |
|  | i) | The students have to be closely supervised for misbehaviour reasons. | 1 | 2 | 3 | 4 |
|  | j) | Students can be counted on to do their work. | 1 | 2 | 3 | 4 |
|  | k) | Teachers can count on parental support. | 1 | 2 | 3 | 4 |
|  | l) | It is difficult to overcome cultural barriers between parents and teachers. | 1 | 2 | 3 | 4 |

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|  | Thinking about the school management in this school, how strongly do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | The principal has a clear vision for this school. | 1 | 2 | 3 | 4 |
|  | b) | The principal encourages co-operation among teachers to develop new teaching practices. | 1 | 2 | 3 | 4 |
|  | c) | The principal ensures that teachers take responsibility for improving their teaching skills. | 1 | 2 | 3 | 4 |
|  | d) | The principal ensures that teachers feel responsible for their students’ learning outcomes. | 1 | 2 | 3 | 4 |
|  | e) | The principal encourages all staff to have a say on important decisions. | 1 | 2 | 3 | 4 |
|  | f) | The principal has good professional relationships with staff. | 1 | 2 | 3 | 4 |
|  | g) | The principal has good professional relationships with parents. | 1 | 2 | 3 | 4 |
|  | h) | The principal has good professional relationships with students. | 1 | 2 | 3 | 4 |
|  | i) | The principal ensures that our performance is managed effectively. | 1 | 2 | 3 | 4 |
|  | j) | The principal encourages staff to be innovative in our pedagogical practises. | 1 | 2 | 3 | 4 |
|  | k) | When we do something innovative we receive recognition and rewards for doing so. | 1 | 2 | 3 | 4 |
|  | l) | The principal provides useful feedback to staff. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | How strongly do you agree or disagree with the following statements about your career goals and prospects? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | In this school there are good opportunities for career progression. | 1 | 2 | 3 | 4 |
|  | b) | In future, I would like to take on a leadership/management role (e.g. principals, <vice/deputy principals>. | 1 | 2 | 3 | 4 |
|  | c) | I know what I need to do if I want to progress into a leadership/management role. | 1 | 2 | 3 | 4 |
|  | d) | I would prefer staying in the classroom to taking on leadership/management roles. | 1 | 2 | 3 | 4 |
|  | e) | I would prefer a leadership/management role that would allow me to stay in the classroom at least part of the time. | 1 | 2 | 3 | 4 |
|  | f) | I would prefer a leadership/management role that is focused on providing professional support without administrative duties. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- |
|  | Thinking of your career, when do you expect the following to occur? | | | | |
|  | Please mark one choice in each row. | | | | |
|  |  | | In less than 5 years | In more than 5 years | Never |
|  | a) | I would work at a different school. | 1 | 2 | 3 |
|  | b) | I would leave the teaching profession for another career. | 1 | 2 | 3 |
|  | c) | I would retire from work. | 1 | 2 | 3 |

Alternative

|  |  |  |
| --- | --- | --- |
|  | For how many years do you want to continue to be a teacher? | |
|  | Please write a number. | |
|  |  | Years |

|  |  |  |
| --- | --- | --- |
|  | What will you do when you leave the principal role? | |
|  | Please mark one choice. | |
|  | 1 | Become a principal |
|  | 2 | Work as a teacher educator |
|  | 3 | Work an education job not in a school |
|  | 4 | Work in a different job not in the education sector |
|  | 5 | Attend to family |
|  | 6 | Volunteer for unpaid community work (e.g., projects, activities, programs) |
|  | 7 | Retire from work |
|  | 8 | Other, please specify |
|  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | In your experience as a teacher at this school, to what extent do the following occur? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | Very little | To some extent | A lot |
|  | a) | My principal treats me fairly. | 1 | 2 | 3 | 4 |
|  | b) | I experience stress in my work. | 1 | 2 | 3 | 4 |
|  | c) | My job prevents me from giving the time I want to my family. | 1 | 2 | 3 | 4 |
|  | d) | My job negatiely impacts my mental health. | 1 | 2 | 3 | 4 |
|  | e) | My job negatively impacts my physical health. | 1 | 2 | 3 | 4 |
|  | f) | My school provides opportunities to enhance my well-being. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about your job at this school, to what extent are the following sources of stress in your work? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | Very little | To some extent | A lot |
|  | a) | Having too much class preparation work to do (e.g. lesson preparation and marking) | 1 | 2 | 3 | 4 |
|  | b) | Having too much administrative work to do (e.g. filling out forms) | 1 | 2 | 3 | 4 |
|  | c) | Having extra duties due to absent teachers | 1 | 2 | 3 | 4 |
|  | d) | Being responsible for students’ achievement | 1 | 2 | 3 | 4 |
|  | e) | Maintaining classroom discipline | 1 | 2 | 3 | 4 |
|  | f) | Dealing with students’ impolite behaviour | 1 | 2 | 3 | 4 |
|  | g) | Keeping up with requirements from <local, municipality/regional, state, or national/federal> authority | 1 | 2 | 3 | 4 |
|  | h) | Addressing parent concerns | 1 | 2 | 3 | 4 |
|  | i) | Modifying lessons for students with special learning needs | 1 | 2 | 3 | 4 |
|  | j) | Adapting lessons for multicultural classrooms of students | 1 | 2 | 3 | 4 |
|  | k) | Other, please specify | 1 | 2 | 3 | 4 |
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| --- | --- | --- | --- | --- | --- | --- |
|  | We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | The advantages of being a teacher clearly outweigh the disadvantages. | 1 | 2 | 3 | 4 |
|  | b) | If I could decide again, I would still choose to work as a teacher. | 1 | 2 | 3 | 4 |
|  | c) | I would like to change to another school if that were possible. | 1 | 2 | 3 | 4 |
|  | d) | I regret that I decided to become a teacher. | 1 | 2 | 3 | 4 |
|  | e) | I enjoy working at this school. | 1 | 2 | 3 | 4 |
|  | f) | I wonder whether it would have been better to choose another profession. | 1 | 2 | 3 | 4 |
|  | g) | I would recommend my school as a good place to work. | 1 | 2 | 3 | 4 |
|  | h) | I think that the teaching profession is valued in society. | 1 | 2 | 3 | 4 |
|  | i) | I am satisfied with my performance in this school. | 1 | 2 | 3 | 4 |
|  | j) | All in all, I am satisfied with my job. | 1 | 2 | 3 | 4 |

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|  | Thinking about your job at this school, how strongly do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | I am satisfied with the salary I receive for my work. | 1 | 2 | 3 | 4 |
|  | b) | Apart from my salary, I am dissatisfied with the terms of my my teaching contract (e.g.benefits, work schedule, calendar). | 1 | 2 | 3 | 4 |
|  | c) | I can apply my own ideas in my classroom teaching. | 1 | 2 | 3 | 4 |
|  | d) | I am satisfied with the support that I receive from parents in this school. | 1 | 2 | 3 | 4 |
|  | e) | I need more support from my school management team. | 1 | 2 | 3 | 4 |
|  | f) | I can influence decisions that are important for my work. | 1 | 2 | 3 | 4 |
|  | g) | I would choose to continue working at this school. | 1 | 2 | 3 | 4 |

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|  | How strongly do you agree or disagree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | My students value me as a teacher | 1 | 2 | 3 | 4 |
|  | b) | Parents values me as a teacher | 1 | 2 | 3 | 4 |
|  | c) | Teachers views are valued by policymakers in this country/region. | 1 | 2 | 3 | 4 |
|  | d) | Teachers can influence educational policy in this country/region. | 1 | 2 | 3 | 4 |

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|  | To what extent do the following characterise your school? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Not at all | Very little | To some extent | A lot |
|  | a) | Teachers understand the school’s curricular goals. | 1 | 2 | 3 | 4 |
|  | b) | Teachers succeed in implementing the school’s curriculum. | 1 | 2 | 3 | 4 |
|  | c) | Teachers hold high expectations for student achievement. | 1 | 2 | 3 | 4 |
|  | d) | Parents support student achievement. | 1 | 2 | 3 | 4 |
|  | e) | Parents are involved in school activities. | 1 | 2 | 3 | 4 |
|  | f) | Students desire to do well in school. | 1 | 2 | 3 | 4 |
|  | g) | Students harass their peers who excel in school. | 1 | 2 | 3 | 4 |
|  | h) | The school co-operates with the local community. | 1 | 2 | 3 | 4 |

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|  | In this school, how often do the following occur among students in your school? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Less than monthly | Monthly | Weekly | Daily |
|  | a) | Vandalism and theft | 1 | 2 | 3 | 4 |
|  | b) | Intimidation or bullying among students (or other forms of verbal abuse) | 1 | 2 | 3 | 4 |
|  | c) | Physical injury caused by violence among students | 1 | 2 | 3 | 4 |
|  | d) | Intimidation or verbal abuse to teachers or staff | 1 | 2 | 3 | 4 |
|  | e) | Use/possession of drugs and/or alcohol | 1 | 2 | 3 | 4 |
|  | f) | A student or parent reported to you about postings of hurtful information on the internet about students | 1 | 2 | 3 | 4 |
|  | g) | A student or parent reported to you about sharing of other students’ private information on the internet | 1 | 2 | 3 | 4 |
|  | h) | A student or parent reported to you about unwanted electronic contact among students (via texts, e-mails, gaming) | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- | --- |
|  | Thinking about education as a whole, if the <Ministry of Education> was to increase the budget by 5 %, what would you prefer the <Ministry of Education> to spend it on? | | | | |
|  | Please select your first, second and third choice.  Please mark one choice in each column. | | | | |
|  |  | | First choice | Second choice | Third choice |
|  | a) | Investing in ICT | 1 | 2 | 3 |
|  | b) | Improving teacher salaries | 1 | 2 | 3 |
|  | c) | Supporting students from disadvantaged or migrant backgrounds | 1 | 2 | 3 |
|  | d) | Reducing class sizes by recruiting more staff | 1 | 2 | 3 |
|  | e) | Improving school buildings and facilities | 1 | 2 | 3 |
|  | f) | Supporting students with special needs | 1 | 2 | 3 |
|  | g) | Offering high quality professional development for teachers | 1 | 2 | 3 |
|  | h) | Providing free lunch for all students | 1 | 2 | 3 |
|  | i) | Providing a salary increase to high-performing teachers | 1 | 2 | 3 |
|  | j) | Reducing teacher’s administration load by recruiting more support staff | 1 | 2 | 3 |
|  | k) | Other, please specify | 1 | 2 | 3 |
|  |  |  |  |  |  |

Alternative:

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| --- | --- | --- | --- | --- | --- | --- |
|  | Thinking about education as a whole, if the <Ministry of Education> was to increase the budget by 5 %, which of the following pairs of alternatives would you prefer the <Ministry of Education> to spend it on? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  | a) | Investing in ICT | 1 | OR | 2 | Improving school buildings and facilities |
|  | b) | Improving teacher salaries | 1 | OR | 2 | Providing a salary increase to high-performing teachers |
|  | c) | Supporting students from disadvantaged or migrant backgrounds | 1 | OR | 2 | Providing free lunch for all students |
|  | d) | Reducing class sizes by recruiting more staff | 1 | OR | 2 | Reducing teacher’s administration load by recruiting more support staff |
|  | e) | Supporting students with special needs | 1 | OR | 2 | Offering high quality professional development for teachers |
|  | f) | Improving school buildings and facilities | 1 | OR | 2 | Supporting students from disadvantaged or migrant backgrounds |
|  | g) | Offering high quality professional development for teachers | 1 | OR | 2 | Improving teacher salaries |
|  | h) | Reducing teacher’s administration load by recruiting more support staff | 1 | OR | 2 | Supporting students with special needs |
|  | i) | Providing free lunch for all students | 1 | OR | 2 | Investing in ICT |
|  | j) | Providing a salary increase to high-performing teachers | 1 | OR | 2 | Reducing class sizes by recruiting more staff |

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|  | Teaching in multiculturally diverse environments |

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|  | Many schools have students from different cultures. The statements below are about your views on this diversity. Note that the statements ask for your attitudes and do not require that you currently teach in multicultural classrooms.To what extent do you agree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | It is beneficial for the academic success of students from diverse cultures when schools regard their cultural differences. | 1 | 2 | 3 | 4 |
|  | b) | It is crucial for the academic success of multilingual students that schools offer courses in their heritage language. | 1 | 2 | 3 | 4 |
|  | c) | It is best for school cohesion when the school encourages the expression of cultural differences amongst their students. | 1 | 2 | 3 | 4 |
|  | d) | In order to achieve the school’s goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultures. | 1 | 2 | 3 | 4 |
|  | e) | It is best for school cohesion when the school encourages linguistic diversity in school. | 1 | 2 | 3 | 4 |
|  | f) | It is important that students from different cultures get the same attention during class. | 1 | 2 | 3 | 4 |
|  | g) | It is important that students of different cultures work together and help each other. | 1 | 2 | 3 | 4 |
|  | h) | When activities are planned it is important to ensure that students from all cultures can participate. | 1 | 2 | 3 | 4 |
|  | i) | It is important that school rules are applied uniformly regardless of the cultural background of students. | 1 | 2 | 3 | 4 |
|  | j) | It is important that schools have procedures for dealing with cultural discrimination. | 1 | 2 | 3 | 4 |

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| --- | --- | --- | --- | --- |
|  | Do the following practices for multicultural learning apply in this school? | | | |
|  | Please mark one choice in each row. | | | |
|  |  | | Yes | No |
|  | a) | In my school, students learn about the histories of diverse ethnic and cultural groups that live in <country of survey>. | 1 | 2 |
|  | b) | In my school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in <country of survey>. | 1 | 2 |
|  | c) | In my school, students learn about different ethnic and cultural perspectives on historical and social events. | 1 | 2 |
|  | d) | My school supports activities or organisations that encourage student’s expression of diverse ethnic and cultural identities (e.g. artistic groups). | 1 | 2 |
|  | e) | My school organises multicultural events (e.g. multicultural diversity day). | 1 | 2 |
|  | f) | In my school, we celebrate festivities from other cultures. | 1 | 2 |
|  | g) | In my school we teach students how to work with students from other ethnic and cultural backgrounds. | 1 | 2 |
|  | h) | In my school we teach students how to deal with ethnic and cultural discrimination. | 1 | 2 |
|  | i) | In my school there are policies to ensure that students from all ethnic and cultural backgrounds receive a fair treatment. | 1 | 2 |
|  | j) | In my school we teach students how to deal with gender differences. | 1 | 2 |
|  | k) | In my school we have policies to avoid student discrimination based on gender. | 1 | 2 |
|  | l) | In my school we teach students how to deal with socioeconomic differences among students (children from rich and poor students). | 1 | 2 |
|  | m) | In my school we have policies how to avoid discrimination based on socioeconomic differences (children from rich and poor students). | 1 | 2 |

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| --- | --- | --- | --- | --- | --- | --- |
|  | How many teachers in your school would agree with the following statements? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | None or almost none of them | Some of them | Many of them | All or almost all of them |
|  | a) | In the classroom, it is important to be responsive to differences between cultures. | 1 | 2 | 3 | 4 |
|  | b) | It is important for children to learn that people from other cultures can have different values. | 1 | 2 | 3 | 4 |
|  | c) | Respecting other cultures is something that children should learn as early as possible. | 1 | 2 | 3 | 4 |
|  | d) | Intercultural communication should be emphasised in teacher training. | 1 | 2 | 3 | 4 |
|  | e) | Schools should aim to foster and support the similarities between students from different cultural backgrounds. | 1 | 2 | 3 | 4 |
|  | f) | In the classroom, it is important that students of different origins recognise the similarities that exist between them. | 1 | 2 | 3 | 4 |
|  | g) | When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground. | 1 | 2 | 3 | 4 |
|  | h) | Children should learn that people of different cultural origins often have a lot in common. | 1 | 2 | 3 | 4 |
|  | i) | In the classroom, it is important to recognise that male and female student are different from each other. | 1 | 2 | 3 | 4 |
|  | j) | Students learn how to avoid gender discrimination. | 1 | 2 | 3 | 4 |
|  | k) | Schools should stimulate that students from poor and rich backgrounds work together. | 1 | 2 | 3 | 4 |
|  | l) | In the classroom, it is important to treat students from poor and rich background in the same manner. | 1 | 2 | 3 | 4 |

|  |  |  |
| --- | --- | --- |
|  | Have you ever taught a classroom with students from different cultures? | |
|  | Please mark one choice. | |
|  | 1 | Yes **🡪 Please go to the end of the Questionnaire.** |
|  | 2 | No |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | How do you judge your own competence to teach in a class with a high degree of cultural diversity? | | | | | |
|  | Please mark one choice in each row. | | | | | |
|  |  | | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | I am able to cope with the challenges of a multicultural classroom. | 1 | 2 | 3 | 4 |
|  | b) | I am able to adapt my teaching to the cultural diversity of students. | 1 | 2 | 3 | 4 |
|  | c) | I am able to adequately respond to students with different abilities and cultural preconditions. | 1 | 2 | 3 | 4 |
|  | d) | I am able to improve the relationship between students with and without migration background. | 1 | 2 | 3 | 4 |
|  | e) | I am able to take care that students with and without migrant background work together. | 1 | 2 | 3 | 4 |
|  | f) | I am able to raise awareness for cultural differences amongst the students. | 1 | 2 | 3 | 4 |
|  | g) | I am able to contribute to greater mutual understanding between students from different cultural groups. | 1 | 2 | 3 | 4 |
|  | h) | I am able to deal with problems which result from cultural difference. | 1 | 2 | 3 | 4 |
|  | i) | I am able to contribute to reducing ethnic stereotypes between the students. | 1 | 2 | 3 | 4 |

This is the end of the questionnaire.

Thank you very much for your participation!

Please [National Return Procedures and Date]